

VOLUME XII

NUMBER 1

The A.T.A. Magazine



OFFICIAL ORGAN OF THE
ALBERTA TEACHERS' ALLIANCE, INC.
Magistri Neque Servi



The Alberta School Trustees' Magazine

OFFICIAL ORGAN OF THE
ALBERTA SCHOOL TRUSTEES' ASSOCIATION

September, 1931



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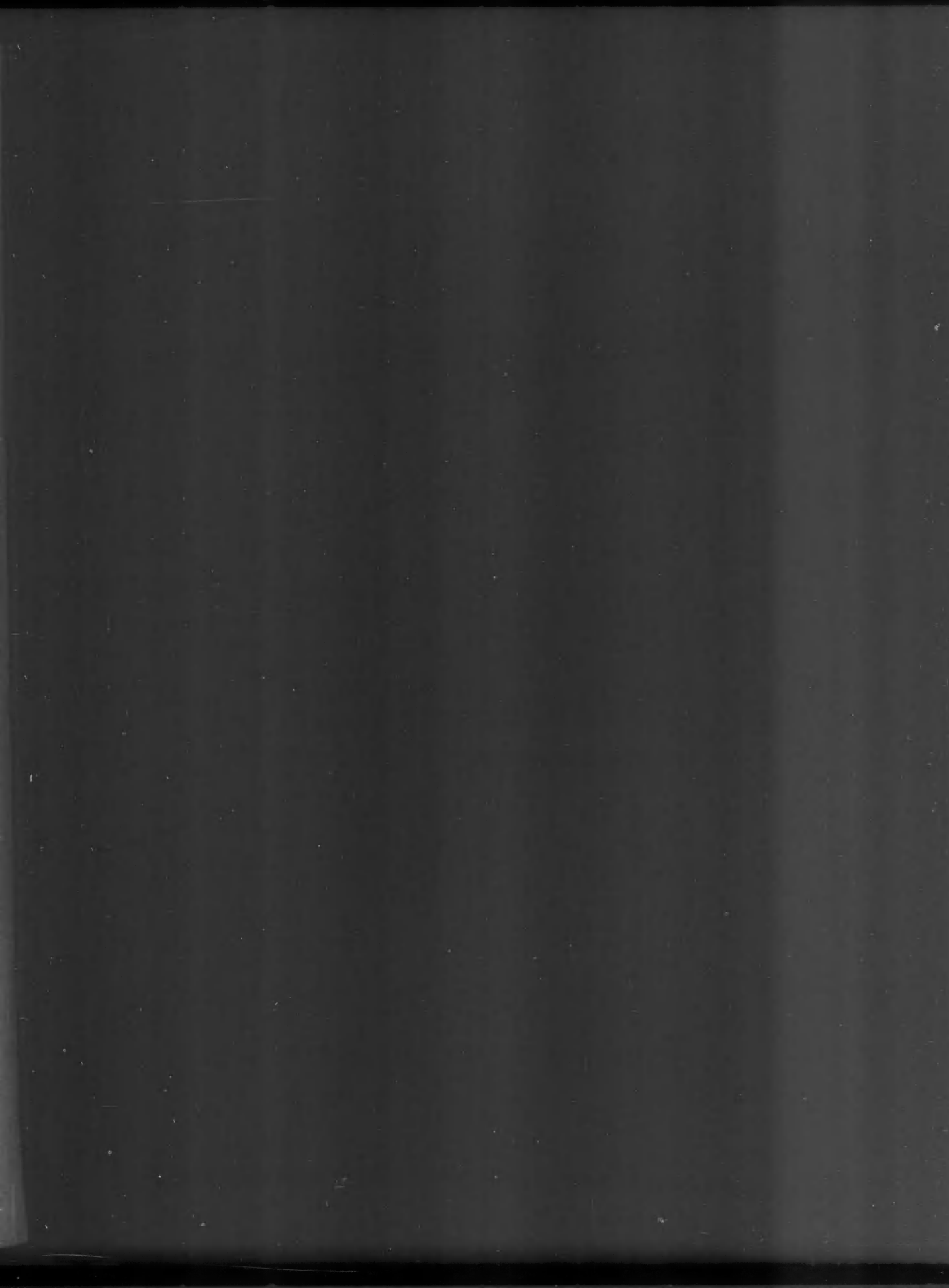
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The A.T.A. Magazine



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Official Organ of the Alberta Teachers' Alliance, Inc.

Vol. XII

EDMONTON, SEPTEMBER, 1931

No. 1

RESOLUTIONS PASSED BY THE FOURTEENTH ANNUAL GENERAL MEETING OF THE ALBERTA TEACHERS ALLIANCE INC., EASTER, 1931

BOARD OF REFERENCE

RESOLVED, That the Provincial Government of Alberta be petitioned to amend the Act creating a Board of Reference so that the findings of that body shall be made effective and binding on the part of every party to any appeal.

CERTIFICATION AND TRAINING OF TEACHERS, ETC.

WHEREAS, There is at the present time an over-supply of teachers in the Province of Alberta; and

WHEREAS, There are many certificated teachers who are unable to obtain employment; and

WHEREAS, There are nearly one thousand Normal students in attendance at the Provincial Normal Schools; and

WHEREAS, Many school boards are attempting to close schools for longer periods than usual, owing to financial stringency;

THEREFORE BE IT RESOLVED:

(1) That the Provincial Government be petitioned and urged to take immediate steps to curtail the number of entrants to the Normal Schools during the forthcoming year.

(2) That the Provincial Government raise the Normal Entrance requirements to that of Grade XII standing.

(3) That the age of girl candidates for admittance to Normal School be raised to that of boys, namely 18 years.

(4) That the Normal School period of training be lengthened.

(5) That our Department of Education be urged to endeavor to maintain a fair balance between the number of students admitted to Normal Schools and the possible requirements of the following year.

RESOLVED, That all applicants for entrance to Normal School be required to undergo a thorough medical examination and that no applicants be accepted who fall below a certain standard to be set.

RESOLVED, That the A.T.A. go on record as advocating that the Inspector of Schools visit those teachers beginning their career in teaching during the first four months, to give practical assistance.

THAT WHEREAS, The present system of teacher training permits of no option on the part of the teachers in charge of class-rooms selected for practice teaching; and

WHEREAS, Many teachers do not feel that they can successfully undertake the work thus imposed upon them;

BE IT RESOLVED, That Section 202 (e.a.) of *The School Act* be amended to allow teachers freedom of choice in regard to assuming this responsibility and service.

WHEREAS, Many people who have been out of the teaching profession for some time, who, because of temporary depression flock back into a profession which has steadily been advancing during the past few years, are not equipped in an up-to-date manner for their duties;

BE IT RESOLVED, That the A.T.A. petition the Minister of Education to suspend the certificates of all teachers who have been away from the teaching profession for five consecutive years or more, until such time as the said teachers have taken a refresher course at a Normal or Summer School.

RESOLVED, That the Government be requested to discontinue the granting of renewal of interim certificates after

three years, unless holders give definite evidence of making progress towards obtaining a permanent certificate.

WHEREAS, A teacher holding a University degree and a certificate from the School of Education may only teach grades from VII to XII;

THEREFORE BE IT RESOLVED, That the Minister be urged to provide means whereby School of Education graduates may extend their qualifications so as to render them eligible to teach all grades; and

BE IT FURTHER RESOLVED, That we instruct our representative upon the Faculty Council of the School of Education to press in every possible way for these provisions to be made.

TEACHERS' PENSIONS

WHEREAS, The present depression has deprived many experienced teachers for the time being of a means of livelihood; and

WHEREAS, There are in the province a great many teachers of pensionable ages;

BE IT RESOLVED, That the Government be urged to delay no longer the matter of inaugurating a pension scheme for Alberta teachers as a means of helping relieve a grave economic condition in the teaching profession.

WHEREAS, The Department of Education has made a survey of the teachers in the province; and

WHEREAS, We understand the said Department has undertaken to have an actuarial survey made of the A.T.A.'s proposed basis of legislative enactment in respect to pensions of Alberta teachers;

BE IT RESOLVED, That this Annual General Meeting tender to the Honorable Minister of Education every possible assistance and encouragement towards the achievement of a sound scheme of teachers' pensions.

RESOLVED, That we instruct our incoming Executive to press forward in the matter of Pensions and to urge upon the Government by all possible means at their disposal the urgent necessity of a Pensions Scheme; and

BE IT FURTHER RESOLVED, That the services of Mr. Brock should be retained by the Executive during the incoming year due to his long experience in this field.

CURRICULUM

WHEREAS, Education is an expensive undertaking, involving individual costs of thousands of dollars to get high school training;

AND WHEREAS, The present system tends to lead on to Normal School and the University training only;

AND WHEREAS, Very few can take advantage of such University training and the balance enter for Normal training when there is an over-supply of teachers already;

BE IT RESOLVED, That we favor changing the present school system so as to provide, where possible, more technical, vocational and commercial education throughout the province.

WHEREAS, Each year an increasingly large number of pupils try the Departmental Examinations in Composition without having had instruction in the unit; and

WHEREAS, It is difficult to set papers in the Composition units of such a nature as to discourage this practice; and

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WHEREAS, This militates against a thorough training in this subject in the secondary schools;

BE IT RESOLVED, That the A.T.A. go on record as favoring recognition of Composition as a laboratory subject by giving credit for the results in the Departmental Examinations in this unit to only those candidates who are reported by the principal of the school as having done satisfactorily all the practical work assigned to the class throughout the year.

Note: It is always to be understood that the Examinations Board would have to take care of the few exceptional cases; for example, candidates from outside the province or those covering the work extramurally.

EXAMINATIONS, CONDUCT OF, ETC.

RESOLVED, That the A.T.A. again request the Minister to establish a Board to deal with Grade VIII examinations.

WHEREAS, The standard in any given unit fluctuates greatly from year to year, due to a fixed pass mark being used while examination papers vary in difficulty, and the marking varies in severity;

BE IT RESOLVED, That the Department of Education be asked to fix the pass mark for any unit in terms of the standard deviation of the marks in such unit; such point to be about one-half S.D. below the average.

RESOLVED, That the A.T.A. suggest to the Department of Education that those who set the Departmental Examination papers be required to submit a set of satisfactory answers to their questions for the guidance of the sub-examiners.

RESOLVED, That the Executive be instructed to ask for three representatives on the Examinations Board.

RESOLVED, That the Research Committee be asked to look into the matter of Objective Tests in connection with Departmental Examinations, with a view to getting experimental data on such tests for the use of the A.T.A.

RESOLVED, That the Confidential Report of High School Students be given more consideration.

RESOLVED, That the A.T.A. urge that in all cases where grave charges or grave suspicion rests upon the teacher, of conduct or irregularities involving the question of disciplining the teacher and cancellation or suspension of certificate, the following procedure be adopted:

(a) The case be duly tried by a Board created for the purpose of dealing with charges against and irregularities of teachers upon which Board the A.T.A. shall have due representation.

(b) The teacher shall be informed in writing that he will be called upon to defend himself against certain specific charges.

(c) The teacher shall be given due time to prepare his defence and have the privilege of being present and represented by solicitor or agent at the hearing.

(d) That the decision of the Board of Enquiry be final.

CONTRACTS

RESOLVED, That the Minister be urged to retain in the approved form of Teachers' Agreement the provisions of Clause Six relating to termination of such Agreement, with a further proviso that the notice of meeting therein provided shall set forth the grounds upon which it is proposed to terminate the agreement; and

BE IT FURTHER RESOLVED, That the Minister be urged to amend *The School Act* by including therein the provisions set forth above in regard to termination of Agreements.

WHEREAS, Clause 6 of teachers' contracts, providing for five full days' notice of meeting for the purpose of terminating such contracts, has been repealed without valid reason therefor; and

WHEREAS, The aforementioned clause has operated as a reasonable guarantee of security of tenure, eminently fair to both school boards and teachers; and

WHEREAS, Many differences between school boards and teachers have been settled to the mutual advantage of both parties, by direct negotiation during the five-day period, before the board had committed itself by taking definite action;

THEREFORE BE IT RESOLVED, That this Alliance, in General Meeting assembled, protests most emphatically the action of the Government in removing the said clause from contracts and in refusing to incorporate the said clause in the amended *School Act*; and

BE IT FURTHER RESOLVED, That the incoming Executive of this Alliance be instructed to use every legitimate means in its power for securing the early enactment of the aforementioned clause in *The School Act*.

RESOLVED, That a clause be inserted in the Teachers' Agreement to the effect that such Agreement does not include the doing of janitor work; and that should the teacher be willing to do such work, the arrangement be recorded in a separate agreement, or by verbal understanding.

MINIMUM SALARY, PAYMENT OF TEACHERS, ETC.

RESOLVED, That the A.T.A. endeavor to maintain the statutory minimum salary for teachers of \$840 per annum; and

BE IT FURTHER RESOLVED, That in cases of particular school districts being found unable to pay such minimum the Department of Education be urged to supplement the difference by additional grant.

RESOLVED, That the A.T.A. recommend to the Government that the word "ungraded" in Section No. 161, ss. (2), of the new *School Act* be deleted; and that the words "where no salary schedule is in operation" be also deleted from the same Section 161, ss. (2), of the new *School Act*; and further that it be recommended that a suitable clause be inserted in the same Section to the effect that the Section shall be construed to be mandatory and not directory.

WHEREAS, Certain school boards pay the teacher at the end of the term by note; show it on the Treasurer's Report as being paid, accept the cheque from the Department of Education for the grant earned, and refuse to pay the note due to the teacher;

THEREFORE BE IT RESOLVED, That when the teacher is paid by a school board with a note, the fact must be shown as such on the Treasurer's Report for the term, and be certified as "Money owing the teacher."

EDUCATIONAL RESEARCH

WHEREAS, There is at the present time in the Dominion of Canada no official research body engaged in the conducting of a systematic research into educational methods; and

WHEREAS, Such a body duly appointed and approved for the undertaking of intensive research work would prove a great assistance in furthering educational ideals;

BE IT RESOLVED:

(1) That this body commend the efforts of the C.T.F. in inaugurating investigations into various phases of educational activity even under the discouraging conditions of limitations of finance;

(2) That this body urge upon the A.T.A. and the C.T.F. the desirability and advisability of formulating a Dominion-wide research policy; and

(3) That both Provincial Governments and the National Research Council be urged to make a sufficient grant for the purpose of engaging expert guidance and clerical assistance in the prosecution of research endeavor.

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MISCELLANEOUS

RESOLVED, That it is the opinion of the A.T.A. that the books supplied by the School Book Branch should be printed in large type.

RESOLVED, That in view of the fact that the present Grade VIII History text is so uninteresting and is beyond the power of the average Grade VIII student to grasp, the A.T.A. go on record as being of the opinion that the course be remodelled and a new text compiled.

RESOLVED, That a policy be formulated whereby all Alberta teachers shall be required to become members of the A.T.A.

WHEREAS, There are unlimited educational possibilities in Radio; and

WHEREAS, It is dangerous to leave such an important service for good or evil in the control of private interests;

BE IT RESOLVED, That this Annual General Meeting urge the Federal Government to follow the advice of the Commission appointed by them to place broadcasting under Government control.

WHEREAS, The A.T.A. is, more than any other group of persons, most anxious to promote the honor and dignity of the teaching profession;

THEREFORE BE IT RESOLVED, That the A.T.A. continue to press for statutory powers to discipline members of the profession guilty of unprofessional conduct, or conduct which transgresses high standards of ethics.

RESOLVED, That we, the members of the Alberta Teachers' Alliance, Inc., in convention assembled, pledge ourselves to use our influence with the stores and establishments with which we deal to get them to advertise in *The A.T.A. Magazine*.

RESOLVED, That this meeting of the A.T.A. delegates go on record as expressing their high appreciation of the splendid service rendered by the late Judge Taylor while acting as a member of the Board of Reference.

WHEREAS, In recent years School Bills have been prepared so late that very little time has been left for sufficient negotiations on the Bill with the Government;

THEREFORE BE IT RESOLVED, That we, the Alberta Teachers' Alliance, Inc., request the Department of Education to endeavour in the future to bring down future Bills or amendments in sufficient time before the session is to be held for a proper negotiation between the Government and the Alberta Teachers' Alliance.

RESOLVED, That we, the members of the Alberta Teachers' Alliance, Inc., in convention assembled, heartily commend the effort of our retiring Executive to further the educational interests of the people of the province and maintain the dignity and independence of the teaching profession; and

BE IT FURTHER RESOLVED, That we regret very greatly the refusal of the Government to follow a broad policy of educational advancement; and

BE IT FURTHER RESOLVED, That we instruct our incoming Executive to continue and expand the activities of its predecessors to make insistent and aggressive demands for the enactment of our legislative program; and

BE IT FURTHER RESOLVED, That we also instruct our incoming Executive to expand the educational and publicity work of the Alliance amongst the citizens of Alberta so that our organization may assume its rightful position of leadership in the educational progress of the province; and

BE IT STILL FURTHER RESOLVED, That we pledge ourselves as an organization to support the activities of our Executive with the strength and resources at our disposal.

RESOLVED, That all appointees of the A.T.A. tender their resignation at the end of each Alliance year, and that the vacancies be filled either by re-appointment or otherwise.

WHAT IS WRONG WITH THE NORMAL SCHOOLS?

A PUZZLED PRODUCT

Is the Normal School the only training institution which, apparently, can not turn out a finished product? The medical colleges produce doctors who are, generally speaking, free to practise their chosen profession as responsible individuals free from supervision or inspection. Should they make a mistake, or be guilty of neglect the world is perhaps sadder or wiser. The same applies to the nurse. These two classes of people are in charge of human lives, life and death being largely dependent upon the service they render. Their training has qualified them to do all that can be done in their field of work, and the confidence they inspire in those with whom they come in contact is surely proof that they are all that their letters signify. The minister, the lawyer, the tradesman and all the trained workers one might mention, with one exception—the teacher—might be quoted to illustrate the seeming inadequacy of the teacher training schools. For some reason, one would like made clear, this institution is merely capable of starting the good work and leaves it to the inspectors and supervisors to complete the task.

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The World Outside

Current Events' Committee

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Economic Conferences

During the summer three important international economic conferences have been held.

1. The Wheat Conference, which met in London, May 18-23, the purpose of which was to secure international agreement in the marketing of the huge world surplus and to prevent its recurrence. At this conference the United States representatives took their usual stand—that the matter, so far as it affected them, could be satisfactorily adjusted at home.

The Polish delegates presented a well developed plan for the organization of an international body with headquarters in London. This would control for the next two years the aggregate exportable surplus of the nations participating—marketing it on a quota basis. This suggestion made a very favorable impression and might have been adopted had Russia not insisted that the quota basis be that of 1914. As this was not acceptable the conference ended without any tangible accomplishment except providing for the establishment of a clearing house for information regarding the production and distribution of this commodity. This information will be available to all exporting countries and it is thought that it will stabilize the market by preventing undue fluctuations usually caused by uncertainties.

2. The European Union Commission—This met at Geneva, May 15, and was characterized by two outstanding addresses. Briand, the French representative, presented a draft plan for the re-organization of European economic life. Taking the stand that the economic distress of Europe, and of the world generally, was the result of a lack of co-ordination between production and distribution and that the cure lay in the removal of the artificial restraints, he advocated the establishment in each country of machinery to regulate production and distribution to national needs and capacities. He claimed that as this condition was approached tariffs and other trade restrictions now held to be necessary to prevent dumping would tend to disappear.

He also proposed the overhauling of the financial machinery of Europe so as to provide effectively for those countries now insufficiently supplied with capital, the necessary credits to enable them to develop their various natural resources.

The general impression created was that this scheme was almost utopian in character since it suggested an ideal to be striven for rather than one that could be immediately realized.

The second important address was by Maxim Litvinov, the Russian delegate. This was characterized by a vigorous defence of the Soviet Republic against the general charges that her policies had materially contributed to the present economic crisis. He refuted these charges with statistics showing that Russia had mitigated rather than intensified the present economic crisis: (1) by the heavy purchases of foreign commodities; (2) by eliminating

the unemployment problem causing such great concern to other countries; (3) that, contrary to popular opinion, their three chief exports, wheat, flax and manganese, supplied at the present time a smaller proportion of the world market than under the Czarist regime.

His address also offered two constructive suggestions. The first was a proposal for an economic non-aggressive pact designed to effect a truce, not only between the Soviet and the capitalistic systems, but between the capitalistic states themselves, each striving for national advantage through economic aggression. In this pact the nations would undertake not to adopt any discrimination whatsoever in their relationships with each other. The purpose behind this suggestion was no doubt to prevent any concerted restriction on Soviet exports.

As an insurance against dumping he advocated an international agreement to maintain in the home market a scale of prices no higher than those secured abroad.

The speech made a marked impression on the delegates and its suggestions were referred to a committee for further study. This step is significant when taken in conjunction with the fact that Russia is to be represented on all the sub-committees at present working on the economic situation.

3. The Seven-Power Conference.—This conference met in London early in July to consider President Hoover's suggestion for a one-year's suspension of payments of inter-governmental debts and reparations. This met with almost universal approval, France hesitating temporarily before subscribing to it.

Hoover's suggestion resulted from his appreciation of the critical economic and political situation existing in Germany, and the realization that should this crisis develop American investments in Europe amounting to several billion dollars would be endangered.

This conference is important for several reasons: (1) It marks a radical departure from the American policy of aloofness from European affairs. (2) It is a tacit admission on her part that, after all, there may be some close connection between war debts and reparations. (3) The immediate effect was a salutary tonic to business. (4) It may, and should ultimately, have far-reaching results because the interchange of visits between statesmen and diplomats that have occurred in connection with it will have a direct influence on a closely allied problem—the coming disarmament conference. (5) It may prove to be a first step toward the revision of international commitments which will result either in their abolition or great reduction—a step which, in the opinion of many well-informed authorities, must be taken before any genuine progress in removing the present depression can be expected.

The National Educational Association

The N.E.A. held its 69th annual convention in Los Angeles, June 27 to July 4. From all parts of

the United States and its territories teachers to the number of 20,000 attended. A week's discussion ensued over whether America's seven billion dollar investment in schools was paying dividends to the public in proportion to the investment.

There were three outstanding themes in the convention program: (1) *The Improvement of Rural Living*—Here for the first time in history an effort was made to co-ordinate all the factors involved in the improvement of country life. Editors of agricultural magazines and rural newspapers, officers of national farm organizations, ministers of rural churches joined with country superintendents of schools and rural teachers to plan a reconstruction of rural education to meet the new conditions and needs of the farm. (2) *The Relation of Schools and Business*—This topic was dealt with by bankers, representatives of other financial corporations and leaders in many fields of industry. With the co-operation of business it is hoped to establish a continuing census of vocational needs. This would make possible calculating employment levels sufficiently in advance to regulate training instead of turning out thousands of graduates prepared for positions which do not exist. (3) *The Integration of all Education*—As a means to this end the federation pledged itself to continue its efforts to secure a federal department of education.

The Faraday Centenary

On August 29th scientists from all over the world gathered in London to commemorate the centenary of the invention of the first dynamo by Michael Faraday, 1831.

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Any member of the Research Committee will be pleased to receive material for this column or to get in touch with any person interested in carrying out any endeavor in this field.

High School Enrolment in Canada

In the Annual Report of the Alberta Department of Education for the year 1929 the statement is made that the percentage of enrolment of secondary grade pupils in Alberta compares very favorably with that of the other provinces of Canada. An examination of the enrolment figures compiled by the Dominion Bureau of Statistics for the successive numbers of the Annual Survey of Education in Canada since 1921, the first year covered by the Survey, serves to bear out the truth of this statement. As will be seen from the accompanying Tables and Chart, prepared on the basis of these statistics, the percentage high school enrolment in Alberta in 1929 stood third among the provinces of Canada, being exceeded only by those of British Columbia and Ontario. Furthermore, within the past few years Alberta rose to her present position from fifth place, passing Manitoba in this respect in 1924, and Nova Scotia in 1927.

The elementary and secondary school populations of Canada for the nine years 1921-29 inclusive, and the secondary enrolment percentages of the total, are set forth in Table I. The corresponding Alberta percentages are also given, excepting for the year 1921. The Alberta enrolment figures for that year cover only the six months from January to June, and hence are not strictly comparable with those of the 12-month periods which precede and follow. A glance at the table will reveal that a rather close parallel has been maintained between the percentage high school development in Alberta and in Canada as a whole over this period. In both cases the rapid and continuous rise in the relative high school enrolment from year to year points to a profound change in the nature of Canadian education necessitating readjustments in organization and teaching practice which, in too many cases, one may safely opine, lag far behind the needs of the situation.

The percentage high school enrolment in all the Canadian provinces for the nine years under review will be found in Table II. The contents of this table are represented pictorially in Fig 1, which presents to the eye the high school trend in Canada and each of the provinces in the last decade. It should be observed here that the Catholic school population of Quebec is in no case included in these data. The elementary enrolment includes the "kindergarten" classes of Ontario and of the Protestant schools of Quebec along with the regular eight grades of the elementary school. The secondary enrolment covers, in general, only the work of the four high school academic grades. For Ontario, however, it covers also the full-time attendance in the day vocational schools. The enrolment in normal schools, special and part-time day and evening classes, college pre-

paratory classes, etc., is not included in the secondary figures.

The poor showing of New Brunswick in regard to high school development, as revealed by these statistics, is one of the most striking features of the Canadian high school situation. The same is true of the Protestant school system of Quebec, only in somewhat lesser degree. It is difficult to know to what extent this may be accounted for merely by different methods of reporting. It seems unlikely, on the face of it, that these two communities should be as far behind Nova Scotia, let us say, as would be suggested by these data. The figures, of course, have to be taken as they stand. These reports of the Dominion Bureau of Statistics will be regarded as authentic by students of Canadian education both in Canada and abroad for very many years to come. Clearly no pains should be spared by the provincial authorities to make the statistics as truly representative of the real situation as it is humanly possible to make them.

The difficulties in the situation are admittedly great. Each province has to some extent worked out its own method of classification, and, with respect to this particular problem, the line between elementary and secondary education is not always clearly drawn. This is especially true in the case of rural "ungraded" schools. As to New Brunswick, for instance, for the years 1923 to 1926 inclusive, about 40 per cent of the total school population was entered in the survey as "unclassified" as to elementary and secondary. For purposes of this study these entries had to be counted as "elementary." Starting with 1925 a footnote is appended to one of the tables to the effect that since Grade VIII in New Brunswick includes high school subjects the enrolment in this grade might be added to the secondary grades and deducted from the elementary grades. As a matter of fact when this is done the percentage high school enrolment in New Brunswick since 1925 compares favorably with the average of the other provinces. The question to be answered is this: How many pupils now classified as "elementary" in New Brunswick are in reality carrying on work of at least the Grade IX standard in, let us say, Ontario or Alberta?

The Nova Scotia situation is also peculiar. A study of the chart will show that in 1921, 1923, and 1924 the percentage of high school enrolment in that province was the highest in Canada. Starting with 1923, however, the curve became virtually horizontal, and she was soon passed in a most decisive manner by Ontario, British Columbia, and Alberta. An explanation of the large high school enrolments at the beginning of the period may be found in the fact that local authorities in Nova Scotia are empowered to classify the pupils in their own areas, with the result, presumably, that Grade VIII pupils are

passed along into Grade IX with only a relatively very slight degree of elimination. The central authorities, on the other hand, who conduct the County Academy Entrance Examination, are accustomed to "fail" nearly 50 per cent of the Grade VIII pupils who write. There are, accordingly, two types of Grade IX students in Nova Scotia, those who have passed the Academy Entrance and those who have not. Hence the question to be answered for Nova Scotia is: How many pupils now classified as "secondary" are not in reality carrying on work which is much, if at all, higher than the Grade VIII standard in some of the other provinces?

It may be remarked at this point that a question similar to this is almost sure to arise in the near future with respect to Alberta. The recent decision to throw the whole responsibility for Grade VIII promotions on the local authorities may be depended upon to boost the "percentage high school enrolment" materially. Then the question will arise if students passed on without examination are in all cases rightly entitled to be classified as of "secondary" grade. Even as a matter of simple economy it might well be asked if it is not cheaper to prevent pupils from advancing into higher grades by means of a selective test than it is to provide suitable education for them at the higher levels. This remark is elicited by the report that the Grade VIII examinations were eliminated as an "economy" measure. But of course the real answer to the educational problem involved is not to be found in any such considerations as these. Even in Ontario pupils can advance into different types of vocational schools without passing the High School Entrance examination. In some communities the idea of barring the advance of pupils by requiring them to pass a standardized type of examination would be regarded as simply absurd. The task before us is to provide suitable courses for all pupils, through the adolescent period at least. The true function of the promotion examination is to indicate what pupils are fitted by nature and training to follow to advantage certain lines of work; not what pupils must be kicked out of school as unfitted for following any line of work.

However this may be, the upward movement into the higher grades in Canada must still be regarded as in its beginning stages. We are still far behind the United States, generally speaking, in regard to this matter. For comparative purposes a few American figures which happen to be available are added at the bottom of Table II.

Since Ontario and California are usually regarded as the "banner" communities, educationally speaking, of Canada and the United States respectively, a brief comparison of these two commonwealths may serve to indicate roughly what may be expected to lie ahead of us in regard to this matter. In the year 1927, for instance, if the kindergarten enrolment is deducted from the elementary figures for Ontario, to bring them in line with the California statistics, we have for Ontario 554,429 elementary pupils and 86,948 secondary, giving a high school percentage of the total of 13.56. The corresponding figures for California were 716,827 elementary, and 185,975 secondary (exclusive of Grades VII and VIII of the junior high schools). This gives a percentage secondary enrolment in California of 20.60.

Large as this discrepancy is it still does not tell the whole story. When all the types of secondary

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education are included the gap is very considerably widened. To make it clear just on what data this further comparison is based the classification for both communities is given below. The figures this time are for 1928 in both cases. The Ontario data are taken from the "Survey"; those for California from the official report of the State Department of Research:

Ontario:

High Schools and Collegiate Institutes.....	55,805
Continuation Schools.....	10,079
Day Vocational Schools.....	20,149
"Fifth Classes" (Estimated).....	3,000
Vocational, Part-Time and Special.....	4,364
Night High Schools.....	3,887
Evening Vocational Schools (Not all of High School Grade).....	39,096
	136,308
Elementary (Exclusive of Kindergarten).....	562,808
Total.....	699,116
Secondary percentage of total, 19.51.	

California:

Regular High School Classes.....	201,809
Special Day Classes.....	25,077
Special Evening Classes and Evening Schools.....	216,748
Compulsory Part-Time Classes.....	22,304
Post-Graduate High School Classes.....	790
High School Classes in Junior Colleges.....	2,729
	469,456
Elementary.....	741,102
Total.....	1,210,558
Secondary percentage of total, 38.79.	

According to these figures the percentage of the total elementary and secondary enrolment which attended some form of secondary school in California

in 1928 was almost exactly twice as large as the corresponding percentage for Ontario. Another, and perhaps even more impressive way of stating the matter is in terms of the percentage the secondary enrolment is of the elementary enrolment alone, rather than of the total elementary and secondary enrolment, as above. Put in this way, California seems to have provided some form of post-primary instruction at the secondary level for a number of people equal to about 63 per cent of the elementary enrolment, while the number similarly provided for in Ontario amounts to only about 24 per cent of the elementary enrolment in that province. Hence it would appear that in the matter of providing suitable types of instruction of secondary grade and enrolling the population therein Ontario has not as yet advanced so very far along the road; and as for Canada as a whole it may be said that she has not much more than made a good beginning at this vast and varied enterprise.

TABLE I. SCHOOL ENROLMENT IN CANADA AND PERCENTAGE HIGH SCHOOL ENROLMENT IN CANADA AND ALBERTA

Year	Elementary Enrolment	Secondary Enrolment	Total Enrolment	PerCent. of Total in High Schools Canada	PerCent. of Total in High Schools Alberta
1921	1,264,157	94,611	1,358,768	6.96	.....
1922	1,323,055	113,108	1,436,163	7.88	7.53
1923	1,352,558	129,078	1,481,636	8.71	8.28
1924	1,371,094	138,659	1,509,753	9.18	9.12
1925	1,373,514	149,478	1,522,992	9.81	9.95
1926	1,394,346	168,935	1,563,281	10.81	9.60
1927	1,402,783	172,978	1,575,761	10.98	10.68
1928	1,426,682	182,605	1,609,287	11.35	11.45
1929	1,449,295	194,674	1,643,969	11.84	11.79

TABLE II. PERCENTAGE HIGH SCHOOL ENROLMENT IN CANADA AND THE PROVINCES FOR YEARS 1921-1929 INCLUSIVE

	1921	1922	1923	1924	1925	1926	1927	1928	1929
Canada.....	6.96	7.88	8.71	9.18	9.81	10.81	10.98	11.35	11.84
P.E.I.....	.....	.....	7.84	8.65	8.37	8.82	8.80	8.87	9.45
N.S.....	8.86	9.66	10.56	10.42	10.55	10.63	10.63	10.73	11.06
N.B.....	3.33	3.77	4.15	4.32	4.57	4.70	5.00	5.02	4.96
Que.....	4.67	5.36	5.82	6.30	6.79	6.72	7.06	6.78	7.13
Ont.....	7.64	8.68	9.68	10.22	11.02	13.16	12.98	13.49	13.85
Man.....	6.67	7.84	8.99	8.91	9.17	9.14	9.02	9.39	10.16
Sask.....	5.89	5.82	6.99	7.85	8.51	9.14	9.18	9.40	9.99
Alta.....	.....	7.53	8.28	9.12	9.95	9.60	10.68	11.45	11.79
B.C.....	8.45	9.73	9.76	10.36	11.23	12.21	12.94	13.18	14.64
U.S.....	12.03	.....	13.41	13.95	14.60	.....	.....	.....	.....
Cal. (Regular Classes).....	.....	.....	.....	.....	.....	20.60	21.40	.....	.....

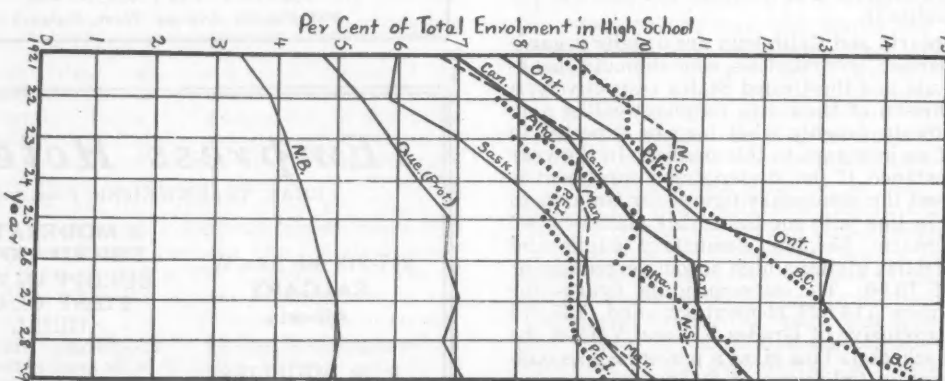
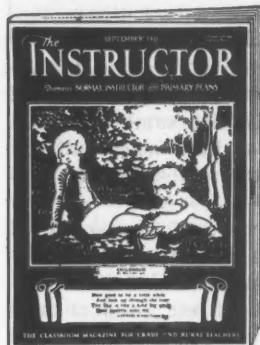


Fig. 1.—Per cent of total Elementary and High School Enrolment found in High Schools in Canada and the Provinces for years 1921-1929 inclusive.



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Editorial

NEARLY, BUT NOT QUITE

Wanted.—Teacher for senior room, \$650; also teacher for junior room, \$550. Apply, etc., etc.

SUCH was the substance of a "Want Ad." appearing in an Edmonton newspaper, inserted by a school board of a district some 80 miles north-east of Edmonton. Teachers who read the "ad." blinked, then rubbed their eyes, stared again and exclaimed: "Well, I'll—!" Our minds visualized a certain type of farmer school board member never averse to "hitting below the belt," now particularly splenetic because the bottom has dropped out of wheat, etc., and so must needs "get back" on somebody, gloating over the (to him) "tidings of great joy": we can picture him clipping out the "ad." for future reference and glowing in anticipation of the good times to come in "our school district"—next chance we get. It is just another case of a school board making ready to "drive a waggon and horses" through the statutory minimum salary of \$840 per annum: it is yet one more glaring example of a school board trying to take a contemptible advantage of teachers who signed a "cut" contract earlier in the year on the understanding that "rock bottom" had been reached, that the arrangement would hold after they returned from vacation and throughout the academic year 1931-32.

"We've got them where we want them now," says the school board in effect, "and they just have to take what we give 'em."

Teachers, thought they, are now an easy mark: there are so many around; it is open season and we can shoot away, for no matter how many we "drop" there will be plenty more a-comin' round. It matters not that the teachers had given long, unselfish, exemplary service to the boys and girls of the district.

* * * * *

Now the Government Grant which could be claimed by this school board for the senior room was actually **almost \$200 more than the salary proposed to be paid to the teacher**, and the total Grant for the two rooms amounted to just a little less than the proposed salary of the two teachers combined. It is presumed that the Departmental officials were not ignorant of this. Grants are presumably paid principally to assist school boards in paying reasonable salaries to teachers. And surely it would be a real imposition on the generosity of the people of the province who provide

the general revenue if any school board could "get away with" a "net return" on Government Grants. Adventures of this kind, into the realm of "high finance," would sooner or later prove inevitably to be a boomerang, striking not the "enterprising" ones alone but all other school boards, most of whom are playing fairly and squarely with children, teachers and government. Public resentment against such imposition would soon develop a determination to eliminate possibility of its recurrence: in other words the legislature would soon be compelled to begin to play the "cut" game with school grants. Well, anyway, it doesn't matter who established "touch" with the school board in question, or how; or whoever or whatever finally induced this school board to see reason and act justly: the fact is, the board themselves decided finally to retain their teachers, and pay them not \$650 and \$550 respectively, but \$900 and \$840, thus bringing the salaries paid within reasonable distance of the average paid throughout that particular inspectorate.

OUT ON BAIL!

THE school board of a certain town within whose precincts stands a well-established, but unpopular government institution, adopted this midsummer a most unique *modus operandi* which we commend to all other school boards in the milieu of a gaol, as one unquestionably original and savoring of cunning and genuine naïveté—for want of a better term.

Before holidays commenced, this school board had a real honest-to-goodness row, according to the report of the local newspaper, owing to the minority (being one too few to constitute a majority) stubbornly, but we regret to say unavailingly, resisting the proposal to cut unmercifully the salary of the members of the teaching staff.

Now, according to the provisions of the New School Act, the teachers concerned would have until August 1st, to decide whether or not they could or would stand for it. Evidently the Board—the majority—thought that the teachers might be sufficiently mean (?) to sign new contracts on the terms laid down, obtain other schools and then skip out before August 1st. Maybe the self-same naive shrewdness led them to suspect that any Inspector of schools might be found ready to give his *approval* (a most appropriate term under these circumstances) to the termination of their agreements to such teachers as desired to break away after that date. But how was such a sinister design to be countered: how could the legal right of these teachers so recently and so deliberately created by statute, be rendered impracticable? "Hokus pokus, it's done! See here! Before these contracts are signed insert a clause that the teacher shall forfeit the sum of fifty dollars in

the event of his not appearing for duty in September—but, no foolin' now, get the money first."

Well! Well! The spirit was willing but—it didn't work. We are not *quite* certain why all this ingenuity led merely into a *cul de sac*. Economy (*sic*) of this kind might be expected to provide pickings for *all* the ratepayers at the expense of the teachers, but unless we are misinformed, the owners of farm lands in the school district are not slow to make plain that they consider they are being "done." They can't understand how they can profit any unless their millrate is lowered as has been the case with town taxpayers.

(N.B.—We are pleased to note that half the worthy minority abovementioned is prominent and influential in Alberta Trustees' Association circles.)

IT'S JUST TOO BAD!

TEACHERS who support the Alliance do so on the understanding that our funds are applied in furthering the aims of education and defending those who are members in good standing. So, the Annual General Meeting gave orders some years ago, that assistance involving expenditure be no longer extended to non-members of the Alliance. Many non-member teachers have either written or called at the office during the past few months appealing for assistance. Our sympathy, genuine though it be, was unable to do much—sympathy alone never does—but extending sympathy involving no expenditure of money on our part was the limit of assistance which could be offered.

Obituary

RAYBURN ANDREW KILPATRICK

Rayburn A. Kilpatrick, Principal of Hay Lakes School, passed away in an Edmonton hospital on August 12th, mourned by a wide circle of friends. The late Mr. Kilpatrick was born in Florenceville, New Brunswick, in 1897, and received his primary and high school education in his native town. In 1913 he was graduated from the Provincial Normal School at Fredericton, and during the next seven years he taught in various schools in New Brunswick.

In 1920 Mr. Kilpatrick came to Alberta, and except for one year, during which he took his Grade XII course at Strathcona High School, he was continuously engaged in teaching. He taught two years at Sunny Glen, two years at Wainwright, one year at Eastervale, one year at Riverland, and four years at Hay Lakes. Mr. Kilpatrick was a successful teacher, deeply interested in his work, which he kept up to date by frequent attendance at the sessions of the Alberta Summer School.

Though somewhat reserved, Mr. Kilpatrick was well liked by all who knew him. He was a man of high ideals and a keen sense of responsibility. His sudden death therefore comes as a shock, not only to his immediate relatives in New Brunswick, but to the many friends he had made during the past eighteen years of his professional career.

Marginalia

C. SANSOM, PH.D.

The Junior College in Saskatchewan

In 1924 the Senate of the University of Saskatchewan decided to recognize instruction in approved Junior Colleges in certain subjects of the second year in Arts. Within five years six private denominational colleges were approved, and in 1929 the Central Collegiate of Moose Jaw, one of the public high schools of the city, was granted recognition. Of the six denominational schools four are situated in Regina, and one of these, Regina College, is by far the largest of them all, enrolling 55 Second-Year students in 1928-29 as against 29 in the other five combined. Up to the year 1929 instruction in eleven subjects had been recognized by the University, but only four of these, viz.: French, Latin, English, and History, had been generally attempted. Those who take courses in the Junior Colleges are required to pass the regular University Examinations.

The public Junior College in the Central Collegiate at Moose Jaw is now in its second year. Last year the registration was 52, and this year it is 97, a number larger by one than the total registration in the six private schools last year. In his report to the Board for the year 1930, Superintendent Sifton comments as follows in regard to this work:

"We have a very enviable record in our Second-Year University work. There were 52 students in the class and the percentage of successful candidates was 91.18. This expresses only part of our success in this work. The high standing of many of our candidates in the various subjects was phenomenal and easily surpassed the record of the other six Junior Colleges which have been doing this work for several years."

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MISS R. J. COUTTS

"There is only one road to progress in Education as in other human affairs, and that is in science wielded by love. Without science love is powerless, and without love science is destructive." That is the hypothesis upon which a world co-operative society shall ultimately be evolved. To get these two forces allied is the objective of the W.F.E.A. There is an adequate supply of each, but to bring them together to do team work in building this new age upon which there is no doubt we are launched—that is the adventure upon which the W.F.E.A. has embarked. The vision of that new world was glimpsed by prophets and seers of old. But science has today clarified the view in such a measure that the prophets and poets and seers of our own day get a more articulated picture of that world society which is in the embryonic stage at the present time.

Ever since the industrial revolution science has been laboring, building the skeleton and rearing the scaffolding of this world organism. Railways from sea to sea; steamboats from shore to shore; cables under the Atlantic, under the Pacific; a world postal union circumventing the globe with friendly messages at nominal cost; telephone from London to New York, from New York to Vancouver; air pathways in the making; a world cruise in less than 22 days, then in less than half that time; the vocal chords of the radio circling the globe. And from the womb of the great war, the League of Nations, the offspring of science and love, with its experts in various fields of knowledge—its mandate commission seeking justice in administration for undeveloped peoples. Its health service, stretching its hand of healing to the islands of the seas, to the millions of sufferers in non-scientific lands, to all who need and ask its help. Such things science, wedded with love, performs. It brings the ends of the earth together to make contacts which break down walls of prejudice. As Mr. Robt. Neilly, President of the Irish Teachers' Union, addressing the Educational Conference, expressed it—"An enemy is simply a person you don't know; when you do know him he looks uncommonly like a friend."

Love is blind we used to hear. So it is blind to our faults mayhap, but wide-eyed to our virtues. We all need such lovers—by "we" I mean the human family—we need them, for in their sunshine we thrive. Individually, our limitations, our defects if you will, press upon us from every side—that is why we each need the co-operation of the other, and each group of the other groups. We need the approval of friends. What our friends expect of us is a loadstar that leads onward to the goal of achievement. (Always provided the impossible is not expected).

Such a lover of the human family is Dr. Augustus O. Thomas, President since its inception, and prime mover in the organization of the W.F.E.A. Dr. E. A. Hardy, Toronto, at the closing session, said of the President: "Dr. Thomas bears kinship with the prophets and seers of the past, who had visions only vouchsafed to the pure in heart. He sees into the hearts of men and women and beholds there the potentiality of the human soul; sees in a vision, the day when that beauty is made manifest and the

human family is united in bonds of brotherhood. Such spirits are a wealth to the world. Dr. Thomas is the finest example of emotional idealism that it has been my privilege to know."

On that last evening, Dr. Thomas, introducing to the audience the young lad, in boy scout costume, who acted as his page, said: "God's doing better all the time. When these young people grow up, they will carry on much better than we." Apropos of the rising generation, Dr. H. E. Barnard, former health officer in Indiana, and Director of the Commission on Child Health and Protection, appointed by President Hoover two years ago, was a prominent figure in the Health and Child Welfare sections of the Conference. The research made by his commission led him to the opinion, "that today our home environment is higher than ever before, our children are brighter than at any previous period in our history; that many things that are mysteries to the old folks are commonplace to the children."

The probe made by the commission is completed. The findings make many volumes. These are summarized in the "Children's Charter," comprising nineteen articles. They stress the need of giving "every child an education adapted to his mentality—the right to an adequate standard of living, the same advantages to the rural as to the city child—and equal rights in the advantages provided by county, city, state and nation." Quite similar they are to the statement of principles endorsed by the International Child Welfare Organization and deposited with the International Labor Office at Geneva, as the goal towards which they are working.

This is not a report of the Conference I am giving—not at all. It is merely a glimpse here and there into it—reflections upon it—a quotation now and then from a speaker. The best thing about the Conference I don't know that one could report upon. It was the wonderful spirit animating it. The feeling of good fellowship, the delightful comradeship—that bond of unity—the oneness of desire—an atmosphere that is felt and is untranslatable into words—but which enriches life. That was, I think, the best of the convention.

There was as well not a little to enlighten the mind as well as to refresh the spirit, however. Miss E. Phillips told with much clarity of presentation and with considerable detail about the teachers' training colleges in England, and the background of their students. She spoke of their effort to develop in the students initiative, and to arrange for situations that would call forth originality and individual resourcefulness. She referred to the tremendous strain put upon the teachers in the training colleges to find material suitable for building up in the students the new international outlook which the times demand. She urged that educators press for Research Scholarship along this line. She said that the attitude of mind among educators in her home land might be compared to that of the American traveller in Africa, who when he beheld the great falls, wired to a companion: "Have seen Rhodesia, scrap Niagara." She said that the tutorial system, of which Oxford is the classic example, was quite well under way in English teacher training colleges. One felt that self-criticism and a discontent with present achievements characterized the teaching profession and educational authorities at present in England.

Practical steps by means of which good will might be fostered among the children of one country for those of another seemed to be the search that engaged the attention of every section. Mrs. A. H. Reeve, President of the International Federation of Home and School, discussed it in her address to that section. M. Georges Milson, Paris, Director of the League of Red Cross Societies, told the meeting that twelve and a half million Red Cross members in forty-eight countries were forging links of friendship and international good will, not by words only, but by deeds of service. Mme. Yvonne Liard, Teachers' Union, Paris, said: "We are making persistent effort to purge the textbooks in France of hatred. Right now we are eradicating from our children's textbooks all references which might create a feeling of hatred for other peoples. Parents as well as teachers must instill in the child a realization that devotion to humanity is the all-important thing." Delegates from Germany and from Czechoslovakia stated that instruction in international good will has been made compulsory in the constitution of their two countries.

Angus Roberts, President of the National Union of Teachers of England and Wales, spoke of what the teachers of his Union were doing in making international contacts. In 1930 more than 200 student trips abroad had been undertaken. The League of Nations Union is established in schools with 28,000 boys and girls as members. These, where possible, carry on correspondence with boys and girls of other lands. They make maps showing important world events. On Empire Day 13,000 teachers explain the relation of Great Britain to the League of Nations. But, he said, special lectures and celebrations are not

enough. It is the daily association in all topics, with the idea that civilization depends on contributions from all peoples, that will enlarge the horizon for the youth of today from the National to the World outlook.

The delegate from Iraq, Mohamed Jamali, Teacher Training College, Bagdad, referred to his land as the bridge between East and West, once the centre of civilization and seat of learning, now a centre of economic interest, its oil fields among the richest in the world. His country has its five-year plan to lift illiteracy by providing schooling in that time for every child. His countrymen are aspiring to political independence, which they expect to get this year, when they will enjoy full sovereignty, and become a member of the League of Nations. They look to education for their salvation, and hope for international co-operative aid to bring to their people the magic of modern science.

Teachers to give the desired lead towards world peace, he said, must have a broad view of social problems, a broad world outlook, a broad philosophy of life.

Time would fail one to tell of all the high aspirations and hopes expressed from China, from Japan (a large representative delegation whose expenses were paid by the Japanese government), from India, from Belgium, Ecuador, Panama, Persia, Canada, and still others.

Of how Paul Monroe, Director International Institute, Columbia University, N.Y., indicated the growing world unity—economic, political, cultural.

Of the study of history from the cultural standpoint, advocated by Edward A. Ross, professor of

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Sociology, University of Wisconsin, to dispel the illusions of National superiority, and to break down walls of prejudice, unfortunately now existing between nations and races.

Of the very fine hospitality and genuine friendliness extended the guests by Denver teachers, school board, educational and civic officials, by the state educational functionaries, and by Governor Adams.

Altogether the convention indicated the Union of the Lordly Science with the Handmaid Love in the educational field, to be within the region of vision.

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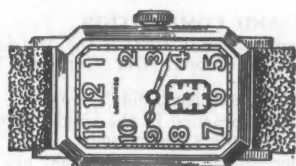
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OUR TEACHERS' HELPS DEPARTMENT



The retiring editor of the Teachers' Helps Department takes this opportunity of saying farewell to his numerous readers of the past two years. He has pleasure in announcing that the continuance of this Department along lines sympathetic and helpful to rural teachers in particular has been assured by the appointment as editor, of a lady of practical rural experience combined with the highest academic qualifications.

For the present issue, we are publishing the Study Outlines for September and October as issued by the Calgary School Board, in order that this service may be in your hands before the beginning of each month during the rest of the year.

Next month, under new editorship, the November Outlines and classroom aids will be resumed. We are quite sure that you will find the usefulness and interest of this Department fully maintained and even enhanced during the coming year.

OUTLINES FOR SEPTEMBER

Suggested Outline for Average Class

GRADE I.—

ARITHMETIC

Counting to ten.
Group recognition and making of symbols 1, 2, 3, 4, 5.
Teach name word, figure and concept. Use these daily in matching exercises.

Bead-stringing, laying of sticks in groups, parquetry blocks, buttons, number boxes, etc., are all aids in developing early number sense.

Group 2 and 3 and teach combinations informally.
Separations in these numbers will follow naturally.

READING

Choose your beginning reader and build your own vocabulary to suit.

Suggested September vocabulary: Stand, sit, book, cat, dog, flower, take, door, chair, window, bring, me, the, one, two, three, four, fun, walk, jump, five, can, I, see, red, green, blue, yellow, to, a, black, white, sing, bow, hop, play, march.

PHONICS

Guessing games for ear training. Teach m, a, s, f, t, c. Drill much on easy words. Matching games on blackboard with initial sound letters and isolated letters as: s, sit; f, flower, etc. Drill games on taking the sound of the initial letter from familiar words.

Blackboard reading entirely should be used, involving sentence reading of familiar vocabulary. Much action work. Care in allowing no word saying here will do much to insure good reading later. Rhyme matching with printed tickets should be started in this month. Teaching vocabulary in print will facilitate early book use; but writing or a combination of writing and print, seems to give equal results at a later stage.

LANGUAGE

Aim at clear-cut complete single sentences. Use concrete objects available for practice in expressing thought. Informal conversational lessons correlated with hygiene, nature study, or citizenship give a wide scope for material.

Suggested Material:

Stories—

The Three Bears; Little Red Hen.

Dramatization of parts of these; also of nursery rhymes taught for memory.

Pictures—

Show many action pictures, leading the children to observe keenly.

Memory—

Jack and Jill; Little Bo Peep; Jack Be Nimble.

HYGIENE

Personal cleanliness.

Preparatory talks for visits of nurse, dentist and doctor.

CITIZENSHIP

Courtesy in the schoolroom; the playground; in assembling and dismissal, etc.

NATURE STUDY

The sun and its light and heat for us and for plant life. Weather conditions; preparation for calendar.

The beautiful out-doors in which to play: sky, colors, clouds, lights by day and night, cloud formations.

Bouquets of garden flowers for school and home; arrangement.

GRADE II.—

READING AND LITERATURE

(a) Phonic and phrase drills (monthly).

(b) Reading—

(1) The Fisherman and His Wife; (2) The Goose that Laid the Golden Egg; (3) The Mouse and the Lion; (4) Supplementary Reader.

(c) Literature and Memorization—

(1) The Swing; (2) Boats Sail on the Rivers.

(d) Stories for Telling—

(1) Epaminondas; (2) The Shoemaker and the Elves.

LANGUAGE AND COMPOSITION

A. Suggested oral topics—Fun I Had in the Holidays. Wild Flowers Still in Bloom. Our Garden. The Wheat.

Review the use of saw, did, isn't, didn't, wasn't.

B. Review and give daily practice in the single written sentence, drilling on capitals and periods.

C. Vocabulary building—Review ee, oo, sh, nk, ng, ck, ch, and tch.

SPELLING

September to December—

Teach the words from the first term list in the Course of Studies, taking four or five words a day, according to difficulty, for the first four days of the week. On Friday review the words studied that week. Teach two or three phonic families a week. The following list is suggested:

at	en	od	ee	ay	wa
an	ed	op	oo	ou (out)	ew
ad	end	ut	old	or	ow (window)
ap	est	un	ow (cow)	ch	ce (nice)
am	it	up	ck	ar	er
and	in	ind	ea (read)	oa (coat)	ir
ast	ip	ild	sh	ai	ur
et	ot				

An alternative suggestion is to spend the entire month of September on phonic families, starting in October with the words from the list, and continuing phonic spelling.

CITIZENSHIP

First Week—Salutations to teacher and other pupils. Group conduct; taking proper turn in speech and action; courtesy to others; quiet speech and natural movement in the school.

Second Week—Care of own desk and contents, cloak-room, seat work and general materials. Emphasize order. Places for things known and kept by pupils. Impress need for co-operation if room is to be kept in proper manner. Conversations on order at home.

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Third Week—Procedure when visitors enter the room. Assembly and dismissal. Saluting the flag. Conduct in halls and basement of school. Courtesy to other teachers.

Fourth Week—Discussions of games. Behaviour in playground. Conduct towards others. Sharing equipment and leadership in games. Arouse interest in keeping grounds tidy.

ARITHMETIC

Review Grade I work, carrying addition into the tens, twenties, and thirties.

Combinations and separations: 6 7 8 9
— — — —

Daily drill on rapid addition in single columns whose answers shall not exceed 39.

Counting from 100 to 150 by 1's.

Much oral work in adding given daily.

Use of signs +, — and =.

NATURE STUDY

Autumn—

1. Talks based on out-of-door, holiday experiences of children. E.g., Lakes, Mountains, Summer Resorts, The Country.

2. General observation study of the names and characteristics of at least five blooming autumn plants. E.g., Goldenrod, painted cup, aster, sunflower, fireweed.

3. Make a collection of seeds from five different kinds of plants. These should be preserved in envelopes or vials for future use.

4. The Moon—new moon, full moon, old moon. Have children draw and color pictures.

The position of the sun at nine, four and twelve.

PHYSIOLOGY AND HYGIENE

Second Week—

Health (a) What it means to be healthy at work, at play, at home or in school.

(b) Necessity of forming good health habits—as eating of proper foods, keeping clean, taking proper rest, outdoor play.

Third Week—

Weight: (a) Talk on proper diet; (b) Why a child is underweight; (c) How to remedy it.

Fourth Week—

What we can do to have good health: (a) Drink plenty of milk and water; (b) Eat fresh fruit and vegetables; (c) Get sufficient rest and sleep; (d) Get plenty of outdoor play; (e) Wear suitable clothing.

GRADE III.—

READING AND LITERATURE

Silent—Weighing an Elephant; The Sunflower.

Oral—Belling the Cat; Farewell to the Farm; Alice in Wonderland.

Story Telling—The Frog Prince.

Memory—The Elf and the Dormouse; The Goldenrod; The Maple.

Dramatization—The Elf and the Dormouse.

COMPOSITION

(a) **Oral**—What I Do On Saturday; Rules for Politeness; When I Grow Up; Good-bye Summer; My Pet.

(b) **Formal**—Review use of capitals. Review statement and question with punctuation. Oral and written drill on use of a and an; is and are; saw and seen; did and done.

SPELLING

First Term—

First two weeks in September—Review Grade II Spelling, paying attention to difficult words only.

Last two weeks of September and October—Teach words assigned for the first term.

November and December—Supplementary list to the end of words of 1.6 value.

Review all words taught during the fall term.

Keep a record of the words the class find difficult, in order to review in May or June.

CITIZENSHIP

Form Safety Club.

Rules—

(a) Why we have them—what would happen without them—obedience and respect to authority—parents, teachers, city officials, etc.

(b) **Street Rules**: Right and left side—crossing corners (refer to pledge cards of Board of Trade).

(c) **Stories**—1. Wise Men of Gotham. 2. First Goldenrod—Children's Hour. 3. The Bell of Justice. 4. Dr. Wilfred T. Grenfell.

ARITHMETIC

1. Review combinations and separations to 20.

2. Drill on 3 and 4 column addition. No carrying figures to be put down.

3. Teach borrowing in subtraction. Do not allow child to use borrowing figures on book.

4. Review Arabic notation to 1,000 and Roman notation to 12, and practise changing figures to words and vice versa.

5. Counting by 10's, 5's and 2's.

NATURE STUDY

See Course of Studies, pp. 19-23.

Additional Suggestions:

Seed Dissemination—maple.

—dandelions, asters, thistles, goldenrods.

—burrs, spear-grass.

Collections showing root, flower, seed.

Flowers—Dandelion, hare-bell, goldenrod, wild aster, Black-eyed Susans, Thistle, Indian Paintbrush.

HYGIENE

The Home—cheerfulness, kindness. A child's part in the hygiene of the home.

Personal cleanliness at home and school.

GRADE IV.—

READING AND LITERATURE

Silent Reading—

The Three Minstrels; Tom, the Water-Baby.

Oral Reading—

Shoemaker and the Elves; Walrus and Carpenter.

Literature—

Golden Windows; Fairies of Caldon Low.

Memory Work—

September; "It was Pleasant Walking."

Story—The Death of Baldur.

GRAMMAR AND COMPOSITION

(a) **Oral**—Three or four distinct simple sentences on a given topic.

(b) **Written**—Same work as oral, in paragraph form, with attention to indentation, capitals and ending. Encourage fluency.

(c) **Systematic Corrections**—Use errors in examples. (This will be part of every month's work).

SPELLING

Review Grade III List.

Teach spelling of Memory Work Selections assigned for this month.

Drill class in phonetic words.

CITIZENSHIP AND HISTORY TALKS

September and October—

Public Safety—Safety First rules for home, school and street (bicycles, autos), fires (forests, prairie, buildings).

Public Health—Red Cross Club may be formed.

Hallowe'en—Conduct towards others in celebration of it. "Do unto others as you would they should do unto you."

Early Days in Alberta.

ARITHMETIC

Review Grade III work, giving careful attention to combinations and endings as prescribed in Course of Study.

Teach notation to hundreds of thousands.

Stress rapid calculation in the four fundamental processes, but do not sacrifice accuracy for speed.

Teach 11 and 12 Times Tables.

NATURE STUDY

September and October—

Animals Useful to Man—Domestic: Cow, horse, sheep, pig.

Individual Projects—Collection of Seeds.

Collection of leaves. E.g., Balm of Gilead, Manitoba Maple, Russian Poplar, Birch, Fir, Prairie Rose, Wild Currant, Willow.

Correlate Art and Nature Study.

Recognition Study—Ability to recognize the following plants and flowers: Goldenrod, Purple Aster, Bergamot, Fire Weed, Giant Hyssop, Indian Paintbrush, Dahlia, Pansy, Sweet Pea, Aster.

Recognition Study—Ability to recognize weeds common to the locality. E.g., French Weed, Tumbling Mustard, Lamb's Quarters, Shepherd's Purse, False Flax, Russian Thistle, Tumble Weed, Wild Oats, Wild Barley.

Plant bulbs and put in dark place.
Climatic Conditions—Clouds, dew, frost.
Harvesting of Garden Vegetables.

GEOGRAPHY**September and October—**

Topography of the countryside.
Soil—Occupations of people in surrounding country.
Farming and Ranching.
Grain—Threshing, elevators, combines.
Winter preparations—E.g., gardens.
Detailed study of: (1) Apples, (2) Grapes.
Globe study—Names of continents, oceans, their relative positions, the use of the flat map.

HYGIENE

The Home—cheerfulness, kindness, sunshine, ventilation, few carpets, airing bed clothes and night-ropes, sweeping—with as little dust as possible, dusting cloth moistened with oil or water, washing before touching food.

GRADE V.—**READING AND LITERATURE**

This suggested outline represents the minimum of work.

Oral Reading—Work or Play.

Memory Work—Indian Corn Planter. (Canadian Poetry Book).

Silent Reading—Robinson Crusoe.

Literature—The Song My Paddle Sings.

Story Telling—The Frog and the Ox. The Fox and the Grapes.

SPELLING

Review Grade IV list.

Teach spelling of common words found in Memory Work Selection.

Teach use of apostrophe.

HISTORY AND CIVICS

Self-respect as exhibited in care for personal appearance, desire to stand well in the opinion of others, pride in carrying through a task with credit.

Stories related to Indian life on the plains before the white man took possession of them—stories of hunting the buffalo, of Indian ceremonies, of hunting, canoeing, migrating.

ARITHMETIC

1. Review work of previous grade.
2. Teach Table of Capacity—Reduction, ascending and descending.
3. Problems on table.

LANGUAGE AND COMPOSITION

The aims in this grade are:

- (a) To teach pupils to recognize the main idea in any group of ideas.
- (b) To teach the simple paragraph.

Since the new work for Grade V is "Paragraph Work" this should be commenced early in the term and continued throughout the year. In September some hero, such as Jason, Roland, etc., should be selected as interesting to the class and suitable alike for paragraph work, teaching of continuity, selecting of interesting matter and the beginning of the word list for the year.

Another important division of this subject is vocabulary work. With this end in view, there should be regular and intelligent use of the dictionary and systematic sentence practice, both oral and written, with words which have created their own interest for children.

In all Oral Composition common errors should be corrected as they occur. Such errors as are given on page 71 of the Course of Studies should also receive attention.

Children should be taught from the first to criticize their own work and should be given some easy standard such as the samples given on page 72 of the Course of Studies.

Oral Composition should occupy about two-thirds of the time and Written Composition the other one-third. In the written paragraph teach indentation and capitalized title. Quotation marks will be required for direct narration in written dramatization.

Owing to the nature of the work, there will be a great similarity each month—the paragraph—but it should increase in difficulty.

For suggested exercises see Course of Studies, Part I, page 70. Also "Learning to Speak and Write," Book II, pages 14-16, 21, 25-15, 26, 30, 34-11, 40-11, 41 to 43, 44-1, 45-4, 47-2, 47-7, 48-9, 49 to 51.

GEOGRAPHY

1. The Earth as a Whole—Study from the Globe, the Continents and Oceans. Pupils may be able to obtain small globes for their own use.

2. Barriers to intercommunication—Land, water and ice.

PHYSIOLOGY AND HYGIENE**The Skeleton—**

1. Importance of skeleton.
2. The skull.
3. The trunk.
4. The limbs.

GRADE VI.—**READING AND LITERATURE**

Literature—The Wrestling Match. The Maple.

Memorization—Choice of: O Canada! Twilight Song. Last Rose of Summer. After the War.

Oral Reading—The Wrestling Match.

Silent Reading—Gulliver in Giant Land. Tecumseh and the Eagles.

Story Telling—Perseus.

COMPOSITION**Paragraphs—**

Oral and written.

(a) Thought work and judging—Text, page 56.

(b) Paragraph structure. Topic—topic sentence, etc.

Special attention paid to length of paragraphs—about six sentences.

GRAMMAR**The Sentence—**

Suggested exercises:

- (1) Distinguish a sentence from a group of words.
- (2) Combination of simple sentences.
- (3) Kinds of sentences—Statement, Question, Command, Exclamation.

HISTORY AND CIVICS**Early Mediaeval Times—**

Saxon Times—Picture the village life, surrounded by farm lands and waste grounds, etc. Each rural community sufficient for its simple needs. The abbey or monastery the centre of such culture as there was. Relate in story form, linking up community conditions with the child life of the period.

King Alfred—The country ravished, almost conquered by the Danes. Their defeat and peaceful settlement. Alfred's attention to his people's needs:

- (a) Defence—Fleet of ships.
- (b) Education—Schools, books translated into the language of the people, forming the beginning of English History, of English Literature and the nucleus of a library.
- (c) Justice to the poor.
- (d) Alfred—the ideal citizen—seeks not personal power by extension of his domain through conquest, but devotes himself unreservedly to the welfare of his people of Wessex. The stories told indicate a character wise, practical, gifted in music and song, friendly, good-humored and with much personal charm.

Harold—The Last of the Saxons—His vigor in suppressing his brother's revolt. His able defence of his realm. (Battle of Hastings).

Canute—Read Chapter VI—"The Story of the British People." The Vikings—Read, in Green's "History of the English People," the letter which Canute wrote after 12 years of rule, to his English subjects. "Canute's one rule was to win the love of his people." Contact with his other kingdoms brought England more into touch with continental countries, hence progress in trade and industry.

Hereward the Wake — The Champion of the Saxons against the Norman Conqueror. His title—The Wake—sig-

nificant. His giant strength. His dauntless daring—legendary stories to illustrate. Ely.

SPELLING

- (a) Review difficult words from Grade V.
- (b) 65 words—first term—"afterwards" to "instead"—(Course).

ARITHMETIC

Review definite number facts taken in preceding grades; also Bills and Accounts.

GEOGRAPHY

Special emphasis should be placed on Canada.

September and First Two Weeks of October—

General—Motions of earth and moon.

North America—See page 41 of Course of Studies.

NATURE STUDY

September and October—

1. Collection of one group or one project as in Course of Studies, Part II, page 32.
2. Detailed study of two of the following fall plants: Goldenrod, Aster, Sunflower, Tumbling Mustard, Sweet Pea.
3. One of these birds: Prairie Chicken, Duck, Hawk, Flicker.
4. One animal: e.g., Weasel, Fox or Muskrat.

PHYSIOLOGY AND HYGIENE

Review Grade V Hygiene.

GRADE VII.—

READING AND LITERATURE

Literature—All Else in the World.

Oral Reading—Little Gavroche.

Silent Reading—For the Love of a Man.

Supplementary Reading—Treasure Island.

Memory Work—A Hymn for Canada.

LANGUAGE AND COMPOSITION

1. **Business Letters—**Two types—
E.g., Arrange for a baseball game.
Notify post office of change of address.
2. **The Sentence—**
Aim to establish the "Sentence Sense" and to add interest and variety by enlarging the sentence with the aid of sentence-helpers such as "when," "which," "who" and "that." These may later be correlated with the grammar course, when studying the complex sentence.
3. **The Paragraph—**
Study one of the arrangements of sentences discussed in "Learning to Speak and Write" (pages 111-113). Find examples of this arrangement in the readers and elsewhere. Assemble original sentences and arrange them.

GRAMMAR

Study of Simple Sentences—

- (1) Definition.
- (2) Kinds: Assertive, Interrogative, Imperative.

SPELLING

- (a) Review difficult words of Grade V and Grade VI.
- (b) Words from Memory Work.

HISTORY AND CIVICS

Feudal England—1066-1485—

- (a) Anglo-Saxon and Norman feudalism.
- (b) Events leading up to Peasants' Revolt.
- (c) Towns—origin and rise to self-government.
- (d) Guilds—development of, and control by.
- (e) Abuses in Mediaeval Church—John Wycliff.

ARITHMETIC

Review of Grade VI work.

PHYSIOLOGY AND HYGIENE

The Nervous System—

- (a) No attempt should be made to teach the structure or detailed function of the parts of the nervous system other than that the body actions and reactions are controlled by the brain, the spinal cord and the nerves. It is important to teach care, in order to have a healthy, well-controlled nervous system.
- (b) **Care of this system—**The importance of sleep in resting this system, the value of rest periods during the

day, the need of a change of work during the day, the importance of fresh air in aiding nerve control; cultivating a peaceful frame of mind and happiness; learning not to worry over trivial things; the effect of great excitement, emotion or shock; the meaning of a nervous breakdown, when control is lost through worry, loss of sleep, fatigue, etc.

- (c) Madame Cure.

GEOGRAPHY

Review of South America, and basic climatic conditions.

AGRICULTURE

September to November 30th—

Part I in Course of Studies—(pages 1-66 in Text).

OUTLINES FOR OCTOBER

Suggested Outline for Average Class

GRADE I.—

ARITHMETIC

Counting to 29.

Grouping of 4 and 5.

Group recognition of 5, 6, 7, with word names, figures and concept.

Numbers before and after any number to 10. Oral.

Writing numbers to 7.

READING

Sight Words—

These should now be chosen with the first reader to be used in view. Pupils should have from forty to sixty sight words before books are put into their hands. Books should be used in all classes by October 15th, except, possibly, in the case of a very retarded C Class.

Daily blackboard reading, word drill, and flash card drill.

Rhyme matching becomes a necessary part of vocabulary building now.

PHONICS

Formal phonics should begin now, though informal guessing games should continue until pupils make words readily from sounds.

Suggested List—Review September sounds, s, m, f, a, c, t. Teach n, h, r, i, o, b, u, e.

LANGUAGE

Aim at securing complete statements about some concrete object presented to the child. Then try to develop sentences about concrete objects not present; i.e., some object at home, down town, on the street, on the playground, etc.

Material—Correlate always with Hygiene, Nature Study and Citizenship.

Games—For correct use of **May I, Can I, No, Yes.**

Pictures—Continue study of available action pictures.

Dramatization—Any of the rhymes taught during the month. Parts, or the entire story, of any study taken during the month.

Stories—The Old Woman and Her Pig; The Pig Brother; Little Red House with No Doors. Other stories related to fall subjects.

Memory Work—Boy Blue; Tom Tinker's Dog; Jack Be Nimble; Mix a Pancake.

HYGIENE

Personal habits of cleanliness—hands, nails, body, teeth, clothing. The nurse as an aid.

CITIZENSHIP

Kindness and politeness to others.

Responsibility for schoolroom, playground, etc.

NATURE STUDY

Weather changes; preparations for winter; leaves.

Seeds and how they are scattered.

GRADE II.—

READING AND LITERATURE

(a) **Reading—**

(1) Morning Hymn.

(2) A New Game.

(b) **Literature and Memorization—**

(1) Autumn Fires.

(c) **Stories for Telling—**

(1) Raggylug.

(3) In a Minute.

(4) Wolf! Wolf!

(5) Supplementary Reader.

(2) The Wind, by C. Rossetti.

(2) The Cat and the Parrot.

LANGUAGE AND COMPOSITION

- (a) **Oral Topics**—
 What the Milkman Does. Games I Like to Play.
 How to Help Mother. Our Sports' Day.
 Aim at two connected sentences in Oral Work, without and.
- (b) Single sentence to be written following oral work.
 Copying sentences from the blackboard.
- (c) **Vocabulary Building**—wh, th, v, x, y, z, and double consonants such as ff, tt, ss, etc., qu.

SPELLING

See September Outlines.

CITIZENSHIP

First Week—Talks on punctuality based on home experiences. Need for cleanliness because of self and other class members.

Dramatization: "Getting ready for dinner—putting on bib or apron to keep clothes clean." "Arriving home from school—changing to play clothes, etc.," etc.

Second Week—Tidying up yards, gardens, etc.; also clear-ance of toy-boxes, bookshelves, etc. Use doll house for demonstration lessons in this. Groups may be in charge of doll house week and week about.

Third Week—Storage of fruits, vegetables, grain, etc. Talks on harvesting—use illustrations and dramatizations. Teach animal habits in this regard. Show need for care of food, avoidance of wasting it, etc. Emphasize orderliness, etc. Begin a schoolroom plan of saving money for Christmas use.

Fourth Week—Talks and dramatization on preparations for winter. Use child's home experiences and habits of animals, as examples. Show results of non-preparation in good times in case of need. Talks on thrift.

ARITHMETIC

Counting from 150 to 300 by 1's. 5 7 8 9
 Teach combinations and separations: 6 4 3 2

Teach $\frac{1}{2}$ of objects; $\frac{1}{2}$ of a group of objects; $\frac{1}{2}$ of numbers up to 20.

Teach foot and inch. The drawing of 1-inch, 2-inch, etc., lines.

Roman Numerals from I to XII.

Much oral drill in adding, daily.

NATURE STUDY

- Characteristics of the season and the effect of these on:
 - Activities of Mother and Father—contrast town and country. The Harvest; Bonfires—cleaning yards, etc.
 - Fall Sports.
 - Out-of-doors generally. E.g., Grain fields coloring, winter coats of animals, leaves falling, birds flocking, etc.
- Collect and press ten varieties of leaves. Suitable stories.

PHYSIOLOGY AND HYGIENE

First Week: Cleanliness—Child should come to school with clean hands, face and nails; hair combed; clean clothing and with a clean handkerchief.

Second Week: Story—"The Pig Brother."

Third Week: Sleep—

- We need sleep to rest our bodies, to help our growth.
- We should be in bed at seven o'clock and get eleven or twelve hours' sleep.

Fourth Week: Clothing—

- We should wear clothing that is suitable for the weather.
- We should remove our rubbers or overshoes and our heavy sweaters in school or at home.
- We should clean our shoes before entering the house.

GRADE III.—

READING AND LITERATURE

Silent Reading—James Watt and the Tea-kettle. Lord Nelson.

Oral Reading—Jack-O'-Lantern. Harvest Song. Squirrel Wisdom.

Story Telling—The House in the Woods.

Memory—The Sleepy Man. The Hayloft. The Duel.

Dramatization—Mercury and the Woodman.

COMPOSITION

- Oral**—Autumn; The Wind at Work; Hallowe'en; Jack-O'-Lantern; A Ride on an Escalator.
- Formal**—Abbreviations for months and days, street, avenue, Alberta and Canada. Drill, oral and written, on give, gave; come, came; gone, went; those, them; was, were.
- Vocabulary Building**—Practice in prefixing dis and un. Teach opposites as: Happy, unhappy; like, dislike, etc.

SPELLING

See September Outlines.

CITIZENSHIP

- Laws**—Why we have them—why printed—who makes laws for the community—responsibility of each child.
- Humane Society.**
- Stories**: (1) The Tongue Cut Sparrow. (2) Saving the Birds (Famous People, Baldwin). (3) The Dog of Flanders. (4) Florence Nightingale.

ARITHMETIC

- Teach currency in addition and subtraction.
- Teach 10 and 5 tables, multiplication and division. No carrying figures to appear on books.
- Counting by 4's and 3's.
- Teach Arabic notation to 25,000, and Roman notation to 25.
- Problems in addition.

NATURE STUDY

Stress harvest as culmination of year's work.

HYGIENE

Foods—their use, care, variety, etc.
 Fruits and vegetables.

GRADE IV.—

READING AND LITERATURE

Silent Reading—Story of the McIntosh Red. The Beavers.

Oral Reading—The Frost. Columbus and the Egg.

Literature—Michael. The Inchcape Rock.

Memory Work—

Indian Summer (Canadian Poetry Book).

"Now Down the Rushing Stream." (Tom, the Water-Baby).

Story—How Odin Lost His Eye.

GRAMMAR AND COMPOSITION

- Continue September outline.
- Formal lesson on use of the apostrophe.

SPELLING

First 70 words in Course—First Term List.

Memory Work Spelling.

CITIZENSHIP AND HISTORY TALKS

See September Outlines.

ARITHMETIC

Add and subtract dollars and cents.

Begin study of problems, chiefly oral at this time, including work with dollars and cents. These should be continued every month throughout the year increasing in difficulty.

Stress rapid calculation in the four fundamental rules.

NATURE STUDY

See September Outlines.

GEOGRAPHY

See September Outlines.

HYGIENE

Fresh Fruits and Vegetables—kinds to have; when to eat various kinds; thorough washing of such foods as: apples, cherries, strawberries, lettuce, celery, cress; no eating of overripe fruit or fruit too green; substitutes for fresh fruit: dried fruits, prunes, apricots, dates, figs, raisins.

GRADE V.—

READING AND LITERATURE

Oral Reading—A Life of Fear. Jacques Cartier.

Memory Work—Canadian Boat Song.

Silent Reading—Miraculous Pitcher.

Literature—Jacques Cartier.

Story Telling—The Dog and His Shadow. The Crow and the Pitcher. The Lion and the Mouse.

SPELLING

First 80 words in Course—First Term.
Words from Memory Selection.
Words from other subjects, the spelling of which is needed to answer questions.

HISTORY

October and November—Stories of adventures of early explorers—E.g., La Verendrye and his sons, Radisson and Groseilliers, Hearne, Alexander Mackenzie, etc.

CITIZENSHIP

October—

Right use of leisure time—Suggested topics: "Our Public Library," "Scrap Books of Various Kinds," "Collections."

ARITHMETIC

1. Time Measure.
2. Linear Measure—Reduction and problems on these tables same as with tables in September.
3. Introduce the number of lbs. in a bushel in grains and vegetables.

LANGUAGE AND COMPOSITION

See September Outlines.

GEOGRAPHY

October and Half of November—

1. The Zones and Plant and Animal Distribution in Zones with factors that make Earth a suitable home for man.
2. Flat Map—Interpretation of marks and directions: Latitude and Longitude.

PHYSIOLOGY AND HYGIENE

The Bones—1. Structure of bone. 2. Bone-building foods. 3. Importance of correct posture. 4. Review.

GRADE VI.—**READING AND LITERATURE**

The Lark at the Diggings.

Memorization—

Choice of: After School. Splendor of the Days. Flanders Field. The Value of Time.

Oral Reading—The Lark at the Diggings. The Ships of St. John.

Silent Reading—Hunting with a Camera.

Story Telling—Hercules.

COMPOSITION

- (a) Review of Friendly Letter.
- (b) Paragraph work as a letter.
- (c) Language work for enlarging vocabulary, and better sentence structure. Text, pages 64 to 69; 81 to 86; 100.

GRAMMAR

Subject and Predicate—Suggested Exercises—

- (1) Supplying, (a) Subjects, (b) Predicates.
- (2) Selecting both subject and predicate from sentences, starting with the statement and followed by asking and commanding sentences.

HISTORY AND CIVICS

Feudal Organization—

- (a) The King. (b) The Barons—subject to the king.

The king controls all the land and parcels it out to the barons, who must do him service in return, and who exact service from villeins and serfs. See Chapter X, "History of British People."

William I.—Doomsday Book. New Forest. Norman castles built, but their locality subject to his will. Norman Castles—Note their contrast to Hall of Cedric the Saxon. A similar contrast between the Norman barons and Saxon earls. The Norman, some generations of culture. The Saxon, crude but with the simple, rugged strength of the Teuton. The Norman a ruling caste imposed on the Saxon, and finally absorbed by the Saxon. Wamba in "Ivanhoe"—Read for conditions of Saxon serf.

Robin Hood—Typifies the Saxon deposed—Is the foe of the oppressor, the friend of the oppressed.

SPELLING

65 words—

- (a) 26 words—first term—"marble" to "spirit."
- (b) 39 words—Demons—"ache" to "heard."

ARITHMETIC

Review denominate quantities and areas.
Teach volume.

GEOGRAPHY

Last Two Weeks of October—

Canada—(a) Area and population; (b) Western Cordillera Region.

NATURE STUDY

See September Outlines.

PHYSIOLOGY AND HYGIENE

October 1st to November 15th—

Digestion—four lessons:
Section 1—two lessons.
Section 2, and Care of the Mechanism—two lessons.

GRADE VII.—**READING AND LITERATURE**

Literature—King Arthur and His Knights.

Oral Reading—Mending the Clock.

Silent Reading—The Four-horse Race. To the Dandelion.

Supplementary Reading—Treasure Island.

Memory Work—The Hayfield. The Corn Husker. (Canadian Poetry Book).

LANGUAGE AND COMPOSITION

1. **Business Letters**—two types:
E.g., Make reservation for hotel accommodation.
Order school equipment.
2. **The Topic Sentence**—
Relate this to last month's arrangement of sentences.
3. **The Descriptive Paragraph**—
Study the paragraph and comments given in the text, pages 113 to 116. Stress arrangement of sentences. Topics for written work are given in the text.
(Suggestion: Make a special study of the "key-word" in the topic sentence and the "tone" of the paragraph as a whole. E.g., Autumn is the busiest season of the year. The sentences which follow should each contribute to the feeling suggested by the "key-word," busy, in the topic sentence).
4. **Punctuation**—The period and the comma.

GRAMMAR

Detailed Analysis—(1) Subject. (2) Enlargement of Subject—Word, Phrase. (3) Predicate. (4) Enlargement of Predicate—Word, Phrase.

SPELLING

- (a) First Term Words—about 50—(Course).
- (b) Words often confused—4 pairs each week. (See Course, page 116).
- (c) New words from other subjects.

HISTORY AND CIVICS

Tudor England—1485-1603—

- (a) Wars of the Roses—their effects. (b) Henry VII and his policy. (c) The Reformation—Luther, Wolsey. (d) Dissolution of Monasteries. (e) The Church under (1) Edward VI, (2) Mary, (3) Elizabeth. (f) Mary, Queen of Scots. (g) The Armada. (h) Economic Changes. (i) Discovery and Exploration.

ARITHMETIC

Decimals—Reading and writing, changing decimals to fractions, etc., addition and subtraction with problems.

PHYSIOLOGY AND HYGIENE

Reaction on the Nervous System, caused by:

- (a) Infantile Paralysis.
- (b) Effect of drugs.
- (c) Effect of tobacco.
- (d) Effect of alcohol.

Opportunity is presented for establishing a foundation for the spring's essay. (W.C.T.U.)

GEOGRAPHY

October and November—

Close study of Eurasia as outlined in Course of Studies.

AGRICULTURE

See September Outlines.

The Alberta School Trustees' Magazine



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No. 6

WHO'S WHO

From time to time short notes on members of the Executive will appear in the Magazine.—Editor.



T. O. KING, President,
Alberta School Trustees' Association

Mr. T. O. King was born in Salt Lake City, Utah, of English parents. At the age of eight he moved with his parents to Cassia County, Idaho, and attended the public schools of that district. In 1891 he came to Canada and homesteaded in the Cardston district on the St. Mary's River in 1893, where he engaged in ranching and stock raising. In 1897 he helped to organize the first school south of Macleod and Lethbridge and served as trustee until 1903 when he moved to Raymond. There he engaged in the mer-

cantile business till 1909 when he returned to farming, which occupation he still follows.

In 1908 he was elected school trustee, and with the exception of one year, has served in that capacity ever since. In 1909 he was elected First Vice-President of the Alberta School Trustees' Association, which position he held till 1914 when the Association suspended on account of the war. In 1919, when the Association resumed activity, Mr. King was again elected to the Executive, and in 1920 became First Vice-President, which position he held till 1923 when he became the genial President who is so well known to the trustees throughout Alberta.

Mr. King's chief interest has always been in the education of the rural child and in putting technical education within the reach of all children so inclined. He has a family of seven children, four girls and three boys, and is a member of the Church of Jesus Christ of Latter Day Saints. His open-mindedness and sense of fair play have won him a high place in public regard.

NOTES BY THE WAY

Mr. S. E. Styles, Secretary-Treasurer, Hartland S.D. No. 1326, Bawlf, Alta., has requested that the Executive of this Association ascertain from various rural school districts affected, their opinion as to the working out of the system of having the school taxes collected by the municipal authorities. We will be pleased to receive opinions either for or against the system when such opinions are accompanied by reasons. Letters may be sent to the Secretary of the Association. These are not necessarily for publication but must be signed by the Secretary of the School District.

* * * * *

Owing to ill health, Mr. W. H. Chappell, Jr., Blairmore, has felt obliged to resign as a member of the

inter-provincial School Board Insurance Committee. The new appointment will not be made until the Executive meets in November.

* * * * *

Mr. T. O. King, President of the Alberta School Trustees' Association, was one of a delegation to Edmonton recently which interviewed the Premier in an effort to have the Schools of Agriculture in the south of the province remain open this year.

* * * * *

VEGREVILLE WILL HAVE COMMERCIAL COURSE

The following clipping from the *Edmonton Bulletin* is of interest:

"Vegreville, Aug. 13.—As a preliminary to the establishment of a local technical school with all the branches which the term implies, the local public school board has determined to establish a commercial course as part of the high school curriculum for the coming term.

It is understood that S. J. T. Ellerton, principal of the Vegreville Business College, will act as instructor of the commercial branch of the high school studies, which will include bookkeeping, stenography, commercial law, banking, and business practice.

This will enable out-of-town students to avail themselves of this training at a considerably lower cost than at the business college.

When conditions right themselves it is expected that all other branches of technical training will be made available here and that the pressure on academic facilities will be lessened accordingly."

Correspondence

RURAL SECONDARY EDUCATION

Vegreville, August 10th, 1931.

The Editor, A.S.T.A. Magazine.

I have no desire to continue any fruitless discussion with respect to secondary education, or provisions which may be made therefor. But it is pleasant to note that Mr. Broadstock, in the July issue of this magazine, took a broad-minded and genial view of my original letter, even though he seemed to doubt my possession of any altruistic motives or my knowledge of what he terms the "rural mind."

I don't know that there is any material difference between the rural mind and the urban mind; at least, in my contact with rural people I have not found them, individually, to vary a great deal in their modes of thought from the urban people. Nor do I regard them as "hicks," as Mr. Broadstock gently hints. But I am reasonably familiar with a large number of rural school districts. I know their rate-payers, their trustees, their assessment, their tax rate, their tax receipts, the expenses of running their schools, the sort of buildings they have, their teachers, the salaries that are paid and, in general, their record in an educational way. As to reading their minds, I am not concerned about that.

It is fair to assure Mr. Broadstock that I fully appreciate why rural school boards dislike paying fees, especially under the circumstances he mentions. Instances of the kind referred to are only too common and our school board has had to deal with many

of them. Fees have been found uncollectable for exactly the reason he mentions.

Mr. Broadstock, I believe, desires to be fair; but he was very unfair in stating that I had suggested "that municipal councils should assume the responsibilities of secondary education." I said nothing of the kind. I did suggest that a blanket tax be imposed by municipal councils for purposes of secondary education of pupils within the municipality, but my suggestion ended there. The municipal councils already levy and collect the taxes for the support of rural public schools and my suggestion indicated merely that, by way of a blanket tax, provision could be made for secondary education.

His suggestion as to setting up elective secondary education boards in each municipality, has my hearty approval. Perhaps Mr. Broadstock will be ready to go a step further and agree with me that it is time to advocate the complete abolition, the total annihilation, of the rural school board as it presently exists and the substitution thereof of the elective rural municipal school board, having jurisdiction over both primary and secondary education within the municipality. Here is a chance for a real reform in which we should join hand in hand, and joyfully endeavor to bring about. The Miniota plan in Manitoba is a concrete instance of how a rural municipal school board can and does function. In Miniota the plan is past the experimental stage and is working most successfully—as it could be made to work in the municipalities in Alberta.

The defunct "Baker Bill" did carry bureaucracy to extremes; but it had its good points, just the same. In any case, I know of nothing under the so-called control of the people, that is so thoroughly out of their hands as their school affairs. The sovereign people do not govern their schools, not even indirectly. The trustees are permitted to hire and fire a teacher, but that lets them out. Not only that, but the inestimable privilege of firing the teacher is being so cribbed, cabined and confined that a trustee board has to be up and doing early in the morning to do the firing and keep within the four corners of the Act.

It may astonish Mr. Broadstock to learn that I regard fees for secondary education as an unmitigated nuisance. They are necessary, but only a minor factor in the broad general view of our educational needs. If he had the experience that is mine daily just now (and also daily prior to the opening of each school year), he would perhaps not accuse me of having only in mind the easy collection of fees. Students, parents, trustees from the rural districts provide me with an interesting, if somewhat tiresome, life these days asking me to make room for high school students somehow in premises already overcrowded. It is a most unhappy experience to refuse admittance to students evidently desirous of making progress. A refusal may well be, indirectly, the cause of bringing a possible brilliant career to an abrupt stop. It is not a matter of fees, it is a matter of accommodation.

However, I feel that Mr. Broadstock and I are both barking up the right tree although seeing the coon from different angles.

Yours truly,

A. L. HORTON.

SOME MAJOR PROBLEMS IN EDUCATION

By W. P. PERCIVAL, M.A., Ph.D.

Director of Protestant Education, Province of Quebec

EDUCATION is a topic of prime importance to most adults today. A child, grandchild, nephew, niece or cousin is usually in attendance at some school. Those not having relations at school usually have that interest which arises from direct taxation.

Child, teacher, curriculum, buildings and their equipment are the factors around which are centered the problems of education. Wonderful advances are constantly taking place in our attitudes towards each. The child has evolved from the tool in whose father's hands lay the power of life or death to the independent creature whose individuality is fostered and developed both in the home and in the school. The teacher has advanced from the days when the schoolmaster could boast of giving over 2,000,000 floggings and other punishments during his years of teaching to the one whose foremost consideration is the character training provided for his young friends. The curriculum has advanced from the few bits of wisdom that were the stock in trade of early teachers to a point where we have so many things to teach that the science of curriculum building now occupies the attention of many of our best minds. From the rude shacks, kitchen-classrooms and other makeshifts in which to teach the storied wisdom of the ages there has emerged the modern fireproof building in which hundreds and thousands of children attend for five or six hours a day.

Mankind constantly changes its attitudes towards children. At one time the children are to be seen and not heard. At another time the young people assume an importance out of all proportion to their years. The manner in which the expositions of the philosophers of the day are received conditions the treatment meted out to the children. Christ's teaching that "of such is the Kingdom of Heaven" was a long step in advance of the earlier treatment of the young by adults.

The objective of education may be stated as follows: Education must aim to produce healthy, law-abiding, self-respecting, self-supporting, patriotic citizens. We are generally agreed today that children have a right to an education. When it comes to practical affairs, however, it is true that many adults are not in favor of granting the means of education to all children, nor do they allow to all children an equal opportunity for obtaining a first-class education. There should be no compromise short of the ideal in this respect. Some day we are going to reach the ideal. I am interested that it shall come in our day, and that our generation shall play some part in setting up a standard which can and should be reached.

The Standard of Education

There is only one reasonable standard of education. It is set high, and can be stated briefly as follows: That which the most progressive parent wishes for his child must be within the reach of all. We might define this in other words as follows: Every child should have the opportunity of receiving the best education that can be provided in accordance with his inclinations and his native ability.

We are a long way from such a standard today. Thousands of normal children receive the merest smattering of an education. The education of the abnormal is merely in the infant stage. Some parents do not realize their obligations to their offspring, or, if they realize them, many obstacles lie in the way which prevent their ideas from reaching maturity. One of the most serious of these is distance from school. Class distinctions also provide enormous handicaps to the attainment of the ideal. Some teachers make learning so unpalatable that children gladly leave school in order to obtain relief from the drudgery imposed. Some members of school boards refuse to accept pupils, or even to open up one or more of their schools in an unjust effort to keep down taxes.

We have not yet discovered the best way to educate children. Various ideas are advanced and are subjected to trial. We try class instruction, the teaching of groups within a class, and individual tuition. Years ago men specialized on the three R's. Today we have enlarged the curriculum to include all kinds of subjects. We try to have all the children do the same thing in a class, or we go to the opposite extreme and give to each pupil the opportunity to advance at his own pace. At one time we are keen on having the child memorize large quantities of material; at another time we care only for the development of his so-called reasoning powers. Now we are keen on the child learning obedience and undergoing a strict form of discipline; again we laugh at his foibles and peccadilloes.

The Most Recent Philosophy of Education

The popular philosophy of the moment is that we must educate "the whole child." We have been told of the day in which a child was considered to be educated when he could read and write, the day in which a girl had completed her education when she could make an elegant curtsy and dance the minuet gracefully. I hope we are on the verge of passing through the phase when children are thought to be educated when they have merely reached a certain standard of reproducing facts that they have learned, and of giving the correct answers to certain examination questions which supposedly show that their native ability is up to the average. Today we are realizing that such production and reproduction reveal only part of the development of the child. A child may be socially, morally and physically much below other children who do not progress nearly so well on the scale of scholastic accomplishments. He may have little or no idea of how to play and how to act with his equals. The "whole child" today must be developed. We must develop his intellectual qualities, but we must also teach him how to play, how to spend his leisure time, how to behave with his companions, how to eat his meals, how to conduct himself at home and on the streets, how to take care of his health, his teeth and fingernails; we must teach him self-sacrifice, self-denial and self-discipline. We must develop in him self-reliance and a solid character. We must teach him to be independent, to control his emotions, to form good habits and discard bad ones; we must make of him a patriotic citizen and a dutiful son.

This appears to be a sensible method of educating a child but how different it is from the ordinary notion of education! How different it is from filling the mind with Reading, Writing, Arithmetic, His-

tory and the other subjects, and considering that when that is done the school has fulfilled its complete obligation! What a tall order it will be for the school that is to undertake this comprehensive task! How the duties of the teacher will increase! How the cost of education will rise!

What is the alternative to the acceptance of this philosophy? Obviously it is to adopt a less comprehensive form of education. We cannot really afford, however, to continue a system that is less efficient when we know of one that is better. "We needs must worship the highest when we see it." May we dare to give to our children a partial development when we know that the school must prepare for complete living and not confine itself to a few activities? The subjects of the course of study have been added to in the past, and they will be added to in the future. The duties of the teacher have been increased, and they will continue to be increased. School taxes have been raised in former years, and they will be raised in the future. Out of these advances have emerged a people better equipped to adjust themselves to a changing civilization, and history will show that our generation has not failed to meet its obligations.

An Expanding Curriculum

As culture expands children must be educated to keep pace with it. Though it is undoubtedly beneficial to our young people to be versed in Shakespeare and the Bible, that cannot possibly be the sum total of their knowledge of Literature.

"Of the making of books there is no end." School children must continue to obtain an acquaintance with much that has been written in the past and in the present. It is the function of the school to lead them to devour much of this material, to teach them how to discriminate and how to appreciate.

A larger number of subjects must be taught in the future, and options must be given according to the tastes of the individual. The modern pupil cannot take all knowledge as his sphere as Bacon did. The accumulation is too vast. We must keep pace with the change, and must select subjects in accordance with the tastes and best interests of the students.

Among the necessary subjects that must be taught today are Art and Music. These have a place in the life of the cultured individual. Pictures occur constantly in the newspapers, magazines and store windows. Music is ever in the air. All people come into contact with these sources of artistic enjoyment more today than ever before. If a function of the school is to prepare for life it cannot shirk its duty to render its service in the cultivation of taste.

I am amazed at the readiness with which the adults today so roundly condemn the tastes of the young in both Art and Music. I am equally amazed at the cool attitude or the deliberate opposition of adults when the question arises of cultivating the children's tastes by including these subjects in the school curriculum. How can children be expected to have cultivated tastes without information? The school exists for the purpose of teaching. Shall we exclude certain subjects, and then expect pupils to have a full knowledge and appreciation of them by some magical means? To expect such is to adopt deliberately the policy of the ostrich. There are none so blind as those who will not see.

We must not blame the children for their attitude towards "canned music" and jazz unless we

teach them better. For far too long a time individual parents and individual music teachers have struggled to give a musical education to individual pupils. It is frequently a losing game. The task is assumed by the children after school hours when their friends are out playing. They have to go a distance to their lessons very often. There is no "class spirit" such as there is in school. There is no one to emulate, no one to keep pace with. No class approval follows success. Moreover, the parent has to pay high fees for individual tuition. A class distinction arises which is detrimental to the elevation of the average standard of public taste. A source of enormous personal satisfaction is placed beyond the range of accomplishment of a large majority of people.

The entire range of subjects taught needs to be surveyed relentlessly in order that there may emerge the group of subjects that will enable the "whole child" to be most fully developed in every case. Within the subjects themselves the content must be thoroughly examined to see exactly what is essential, what must be retained, what must be rejected. Many of the older subjects, and many of the topics within the subjects are being weighed in the balance and found wanting. How many of the people who have spent hours learning square root and cube root can work a problem in either now? When will a problem arise in your life when you want to use these methods that you once learned? How many people who learned Boyle's Law in Physics can state it now? At a time when we thought that a mental discipline resulted from a study of such things, and that there was a consequent transfer of training we could feel justified in spending time over them. Our present-day knowledge precludes us from attempting to plead that justification, however.

The Teacher's Relationship to the Class

The teacher of the twentieth century has made astonishing strides in classroom methods and in discipline, and he is to be strongly commended thereon. Nevertheless, we are a long way from perfection in these matters. The harsh spirit of a bygone age still rears its ugly head. Fear still occupies far too large a place in our classrooms. There is fear of the wrath of the teacher, fear of the laugh the teacher can have the pupils raise against a member of the class, fear of punishment, fear of being sent to the principal, fear of examinations, fear of non-promotion at the end of the school year, fear of scolding at home because of maladjustment at school. Happy is the teacher and happy the class where fear is dispelled! Happy are the parents when they find such a teacher! See to it that his services are retained at any cost.

Many teachers are making great efforts to improve their professional status. Such efforts generally result in better instruction and improved methods of classroom management. A major problem of education is to secure teachers who have the power of explanation, and who will use it to teach pupils in school time the things they should know, to dismiss them at the appointed hour after a day spent by teacher and pupils in honest work, and to leave them free to enjoy themselves in God's out-of-doors in healthful recreation or in other worthwhile and necessary activities until the following morning when they will resume their school tasks under the supervision of the expert—the teacher. We must foster the movement for a longer period of pre-

service training for teachers, so that they will learn better methods of teaching and control. It is being done elsewhere. Why not here?

The School Buildings and Grounds

The school building in the city has reached a good standard of convenience and sanitation. Playground space, however, is so inadequate as to call for earnest consideration by thoughtful people. Large school grounds could easily serve as alternatives to the street and reduce the number of accidents so frequently caused by children playing on the streets.

The school building in the rural sections leaves much to be desired. The comparison of the rural school with the modern impressive and imposing gasoline station is striking. It would seem as if much more money is being spent for the benefit of the individual who drives up to a gasoline station for a few minutes each week than is spent for the child who lives in school several hours a day, five days a week. Moreover, there is frequently a fairly large area for the gas station, and the grounds are generally well kept. The school grounds frequently suffer in extent and in care by comparison. Even when there is sufficient space, lack of care usually prevents them from being used to the full. Much time is spent on lawns and flower beds at home. Likewise, many of our railway stations are picturesque. Here again, the school grounds do not show to advantage. I do not wish anyone to think that we should not build fine gasoline stations, homes and railway depots. By all means let us have them, but let not our sole consideration be the delectation of the adult. Provide the children with first-class school buildings, roomy and artistic grounds, so that they may have space to play in, and so that their aesthetic tastes may be developed. Furnish them with equipment and apparatus so that they may enjoy themselves and develop. Spend a little more money on these things, and the outcome will be happier and probably healthier children.

CANADIANS LACK IN VIRTUE OF NATIONAL PATRIOTISM

This is the first of a series of three articles on Patriotism which appeared in *The Edmonton Journal*. The articles are written by Mrs. Mabel F. Overton, of Edmonton, and go into the question of patriotism in the schools and in every phase of public life in an interesting and earnest manner. They draw attention to the fact that in Canada the use of the national flag and the meaning of national holidays receive only casual attention. Mrs. Overton's appeal for more Canadian patriotism should arouse interest and awaken conviction.

Kind permission of the author and *The Edmonton Journal* has been given to reprint these in the A.S.T.A.

Just what does patriotism mean to me? We Canadians are perhaps a bit lax in our patriotism, or at least in its outward declaration and demonstrations. Of course we love our country and believe it is the finest country under the sun, but we say little about it and very likely neglect to raise a flag or make any such demonstration on our national holidays.

I was on a committee arranging a school children's parade and patriotic demonstration to celebrate Canada's jubilee in 1927 and was amazed to find how few patriotic songs the children knew "by heart." There were three beautiful songs, "Land of Hope and Glory," "Men of the North," and "The Land of the Maple" they said they had never heard, and they did not know there was more than one

stanza in our national anthem. I am sure many of the parents must have sung these songs some years before. Then why, if they meant anything to them, did they not pass them on to their children? What music is sweeter than children's voices swelling to the strains of patriotic songs?

There were five teachers in that school, but only one had any time to assist with the training of the children for this memorable occasion, and only two of the teachers attended the celebration. Of course we must not forget that the last week of June is a very busy time in our schools.

Now I do not think this was an exceptional case, nor do I think these teachers were unusually lax in teaching patriotism to their pupils, but the question came to me: Why have these children so little knowledge of our patriotic songs or even of our national history? Some of the children did not know what July 1 stood for, other than the first day of the summer vacation. The blame does not all lie at the door of the teachers.

I doubt if any American children would be so ignorant of the significance of their national holidays. My experience has been that the American children are much better drilled along these lines than ours are. It is the opinion of many people that our undemonstrative manner of taking things quietly and leaving much to be taken for granted is much to be preferred to the shouting, flag-waving kind of patriotism. Which is right?

Parents do not always want to take their children's affection for granted; neither do they care for words only. The rising generation should never be allowed to forget that Canada is a country that has earned the right to be respected among other countries, and more especially by her own sons and daughters. Please bear in mind that the children of today will be the parents and teachers of tomorrow, and they cannot teach what they have never learned.

I believe that every family should have a Canadian flag, and it should be flown on our national holidays. I believe the Canadian flag should be flown from every school—not every day, as we sometimes see the flag raised and left flying till worn to threads. A flag flying every day becomes too common. Far better to have it raised on the anniversaries of some notable events—not merely victories of Canadians or British, though these have their place in our regard. Better remember the date upon which someone did something for the good of humanity. Then when people inquire why the flag was flying on that day, the children, who have learned the story at school, can pass it on to the parents or others interested. Thus people who have not grown up with the history and traditions of our country will learn. Many who are Canadians by adoption will love this new land better, knowing it better, for Canada will bear closer acquaintance.

One of the commonest instances of carelessness, if not disrespect, is our attitude toward our national anthem. It is a common occurrence for people, at the close of a meeting or concert, to rise, not to sing the national anthem, but to put on their wraps. Can we not spare two minutes to stand at attention and lift our voices together? How would it look if, when a congregation rose for the benediction, they began putting on their wraps?

A CODE OF SOCIAL JUSTICE

These commandments of social righteousness have been compiled by Albert W. Palmer:

1. I am the Lord thy God, but thou shalt remember that I am also the God of all the earth. I have no favorite children. The Negro and the Hindu, the Chinese, Japanese, Russian and Mexican are all my beloved children.

2. Thou shalt not measure a city's greatness by its population or its bank clearings alone, but also by its low infant mortality, its homes, playgrounds, libraries, schools and hospitals, and its low record for bootlegging, prostitution, robbery and murder.

3. Thou shalt remember that no civilization can rise above the level of its respect for and ideals of womanhood.

4. Thou shalt remember thine own sins and build no prisons for revenge and punishment, but make thy courts clinics for the soul and thy jails hospitals for moral diseases.

5. Thou shalt remember that the end-product of industry is not goods or dividends, but the kind of men and women whose lives are moulded by that industry.

6. Thou shalt press on from political democracy toward industrial democracy, remembering that no man is good enough or wise enough to govern another man without his consent, and that, in addition to a living wage, every man craves a reasonable share in determining the conditions under which he labors.

7. Thou shalt outlaw war and make no threatening gestures either with great navies or vast military preparations against thy neighbor.

8. Thou shalt honor men for character and service alone, and dishonor none because of race, color or previous condition of servitude.

9. Thou shalt not bear false witness against thy neighbor by malicious propaganda or colored news or by calling him contemptuous names, such as Dago, Chink, Jap, Wop, Nigger or Sheeney.

—*The Globe*, Toronto.

SINISTER SUGGESTIONS

Viscount Cecil of Chelwood, the British statesman and lover of peace, has come out with an article calculated to make any one with a mind sit up and think. He first draws attention to the statement which will be found some morning in September regarding the common policy upon disarmament adopted by the International Federation of League of Nations Societies at their conference at Budapest.

"It is," says Lord Cecil, "a very important indication of the direction in which public opinion on this question is moving." He is aware, he declares, that "in many countries the League has not the number of adherents it has in Britain, Japan or Belgium," but adds that the delegates to recent meetings of the Federation were, generally speaking, men of weight, who represented the general tenor of moderate opinion in the places from which they came. The result of that meeting was "the highest common measure of agreement between those who, however conscious of their national aspirations and difficulties, are united in their conviction that if peace is

not to be gravely jeopardized, the 1932 conference must make real progress towards genuine disarmament."

"We formulated," says Lord Cecil, "a definite proposal which has begun to take shape in the ranks of the disarmament movement both in Europe and in North America. We felt that the situation is such as to justify, even now, a considerable reduction of armaments, and, apart from the reduction of personnel and material which should be effected, the Federation esteems that, provided suitable proportions are laid down for the different states under the conditions mentioned hereunder, the conference should achieve an all-round reduction of 25 per cent on the total amount budgeted for armaments."

In other words—touching on the volume of money spent on the armaments of the world—over eight hundred million pounds a year—Viscount Cecil and the Federation feel that the first step should be the reduction of that sum by one-quarter.

"For," he asserts, "national safety has been immensely increased by the establishing and ever-increasing activity of the League." Many things, he realized, stand in the way of complete disarmament, but in order to strengthen the mutual guarantees of security, the Federation made two radical proposals. One was the international organization of aviation under the auspices of the League: the other was the prohibition of all preparations for chemical and bacteriological warfare.

It was expressly stated at the Federation meeting that, in respect to equality of armaments, there must not be a levelling up, but a levelling down, on the part of those nations that may be roughly classed as the victorious ones. Vanquished countries are forbidden to have aircraft. "That prohibition might well be made general," says Lord Cecil.

"What," he continues, "will the various Governments say next year to those things to which their delegates assented first at Paris and, later, at Budapest? In my country, I believe, they will be warmly and generally accepted. I trust the same may be true elsewhere. For, in this case, the Governments will do no more and no less than public opinion approves.

"In conclusion, let me once again appeal to all friends of disarmament. M. Briand indicated the plain duty of all good citizens when he said: 'Between now and the opening of the Disarmament Conference, a great propaganda of effort must be undertaken to enlighten the mind of the public on this important question.'

"I believe," adds the viscount, who has spent so much effort on realizing the ideal of the peace of the world, "that all who write or speak upon disarmament will find in the statements of the Budapest conference a sound guide to this propaganda effort. For in the proposals is a policy in which the genuine requirements of France, Germany, Great Britain and Italy—to mention only those among which marked divergencies have appeared during the last few months—may be harmonized and fulfilled, if only the Governments, setting aside the sinister suggestions of experts and armament manufacturers, will rely solely on the instincts and aspiration of the common people."

—*The Mail and Empire*, Toronto.

The Schools and Citizenship

WE have long held the doctrine that training for citizenship in a democracy is the main purpose of the school, and then we have set as our immediate aims preparation for college and for a vocation, trusting that some force outside the school will achieve the main objective for us. The fact that the financial support of our educational institutions is obtained by levying a tax upon all the citizens is sufficient ground for stating that the above objective should be considered the chief function of the school. Good citizenship should be the purposed product; culture and developed intelligence the by-product. All school activities should be conducted so as to contribute towards the great end of producing good citizens. This may be done by developing in each student the government of himself by himself, a willingness to sacrifice for the common good, and to accept a responsible share in administering community life.

We have assumed that because a man is a good man and an intelligent man, he is necessarily a good citizen; whereas he may have all these qualifications, and even have a knowledge of the structure, functions and activities of government, and yet be of little value as a citizen. We need a dominating body of intelligently trained voters, with an established right attitude towards community, national and world life. Such trained voters, with such an attitude, cannot be evolved, they must be produced by a well-conceived system of education, with a definite object in view.

Since the days of Aristotle there has been a difference of opinion as to the aim of education, and the debate is not yet closed. In a perfect world the purpose of education would be to bring the individual into fruitful relations with his environment or to develop his personality. But in this very imperfect modern world the principal aim of education is to create good citizens.

To educate for citizenship is the justification of free popular education. If the purpose of education is mainly individualistic and utilitarian, there is little reason why it should be provided by the State, or why it should be free, or why every child should have it. It was on these grounds that John Bright, for instance, opposed free education. He argued that the community should no more provide free education for all than free sugar for all. When Dr. Ryerson was advocating free schools in Ontario, a farmer protested that the State might as well use his oxen to plough his neighbor's field as use his taxes to educate his neighbor's children. The answer is the State offers education to all its potential citizens, because it must have good citizens if it is to be vigorous and endure. A citizen, unlike a poet, is not born but made, and the school is the only agency the State has for the achievement of this objective.

Democracy more than any other kind of government requires an educated citizenship. In that book entitled "Modern Democracies," by George Bryce, we read in 1868 when Britain was taking its first long step towards universal suffrage, Robert Lowe, who had been the most powerful opponent of the step, said in Parliament, "Educate your masters." Two years later, the first English Act establishing elementary schools was passed, implying that compulsory education has for its main object training

for citizenship. Thenceforth, the maxim that the voter must have instruction fitting him to use this new power became a commonplace among the people. The advocates of democracy passed unconsciously by a natural, if not a logical, transition from the proposition that education is a necessary preparation for the discharge of civic functions, to the proposition that it is a sufficient preparation. It was thought that the gift of the suffrage would create the will to use it, and the gift of knowledge would create the capacity to use it aright. While we have added many new subjects to the course of instruction in our elementary and secondary schools, we are not so sure that illiteracy disqualifies one to exercise the franchise aright, or that literacy on the other hand is a sufficient preparation. Thinking is of more importance than reading. We need the power to get at facts, to argue consecutively from them, and to distinguish between what is mere propaganda and what is news in the press. The tree of knowledge is the knowledge of evil as well as the knowledge of good.

Citizenship, high-minded and eager for the common good as contrasted with mere self-seeking, money-making and devotion to personal pleasures, is what Canada waits for to ensure steady progress to usefulness and influence among the nations of the earth. Good citizenship must magnify the office of statesman and politician. It is not to our credit but to our discredit that the idea of a politician has fallen so low in our midst. It is bad citizenship that has permitted a great calling to be thus debased in our speech. We get as good, if not better, municipal officers and members of parliament than we deserve. Let us see to it that our schools, particularly our secondary schools, function to train our youth for intelligent and loyal citizenship.—*The Canadian School Board Journal*.

CUTTING THE RURAL EDUCATION TAX BILL

THE New York State school tax equalization plan has set a standard outlay of \$1,300 a year for the one-room schools of the state, this standard to rise \$100 a year until \$1,500 is reached. It fixes the maximum local tax for such purposes at four dollars a thousand actual valuation. The difference between the standard requirement and the amount this tax produces is borne by the state as a whole.

Similar provisions were made to place the two, three and four room schools on a parity with the more favorably located schools of the state.

For the year 1929-30 alone this meant a reduction in the rural tax bill of more than two million dollars.

"This principle is justified," commented Governor Roosevelt as he discussed its operations. "As the situation was, the tax rates for school purposes in the 7,894 one-room, one-teacher school districts ranged from less than one dollar a thousand of taxable valuation to more than twenty-three dollars a thousand. Manifestly this inequality could not be allowed to go on, especially since the state bore a responsibility in several ways. One was a constitutional mandate that the state shall 'provide for the maintenance and support of free common schools wherein all the children of this state may be educated.' This implied that an equality of educational opportunity should be afforded the boys and girls of the state, wherever they may reside.

"Besides, the state, in common with the general tendency, had set up various requirements which the local districts had to meet. Whenever the state adopts certain standards for local institutions which it insists must be met, I do not see how it can evade some share of the responsibility."

"Is there any other way of lightening the burden of school costs?" the Governor was asked. "Everyone favors the idea of universal education, but the cost is becoming so great that many communities over the country are finding it hard to meet."

"Yes, there is another way," he replied. "That is by simplifying our schools. I do not mean any old-fogyish idea of setting the schools back a half century or so. What I do mean is that they are trying to teach too much, spreading their effort over too many things, on the vague theory that some of the pupils will some day find use for them. Modern life is so complex, contains such a diffusion of knowledge that the schools cannot possibly cover it all, nor should they try. They should teach fewer subjects—stressing those of a fundamental nature—and teach them harder, to produce disciplined minds capable of taking hold of whatever further knowledge the individual requires. I believe that such an educational policy is coming."—GOVERNOR FRANKLIN D. ROOSEVELT in *The Country Gentleman*. Reprinted from *The School Trustee*.

I believe in a college training but not in a college education. The latter, I have learned from personal experience, is worth very little; the former—which imparts a knowledge of the value and uses of leisure, a somewhat superior ease and serenity, and humorous view of indignation, whatever form the latter may take—is not without its advantages.

—GEORGE JEAN NATHAN.

It is a great man who, when he finds he has come out at the little end of the horn, simply appropriates the horn and blows it forevermore.

Extract from the Evidence of Dr. James Night, M.A., Litt. D., Rector of Canterbury College, N.Z.

Contributed by C. C. REED, Tees, Alberta

"Administration: Central and Local or Regional.—I speak here also as historian and political scientist in recording the strongly-held opinion that the central authority in education should be united in control and administration with the local, the latter sharing largely in powers and responsibility.

"Centralized direction or supervision is an absolute necessity, but the development of a real popular interest in education, the possibility of rich and varied experimentation, the feeling of communal responsibility and civic pride are fostered where there is a generous measure of regionalism.

"The extraordinary and wide-spread interest felt in Education problems in England and the more progressive States of America today is stimulated in no mean degree by the system which leaves a good deal to the local authorities and frees the central authority for the necessary and higher function of gathering and diffusing the results of the latest educational thought, stimulating research, conducting experiments as well as dealing with the section of the administration field that is undeniably its own. The trend in England of recent years has been to take the area rather than the grade of education as the unit of administration."

This extract is taken from the Educational Report of New Zealand for the year 1930 and constitutes the basis upon which that far-away land has reconstructed its antiquated school system.

We need an education which fits a boy to get a living, create a desire for more education, implants ideals of service, and, lastly, teaches him how to spend leisure in a rational manner. Then we can get along with less government.

—E. H.

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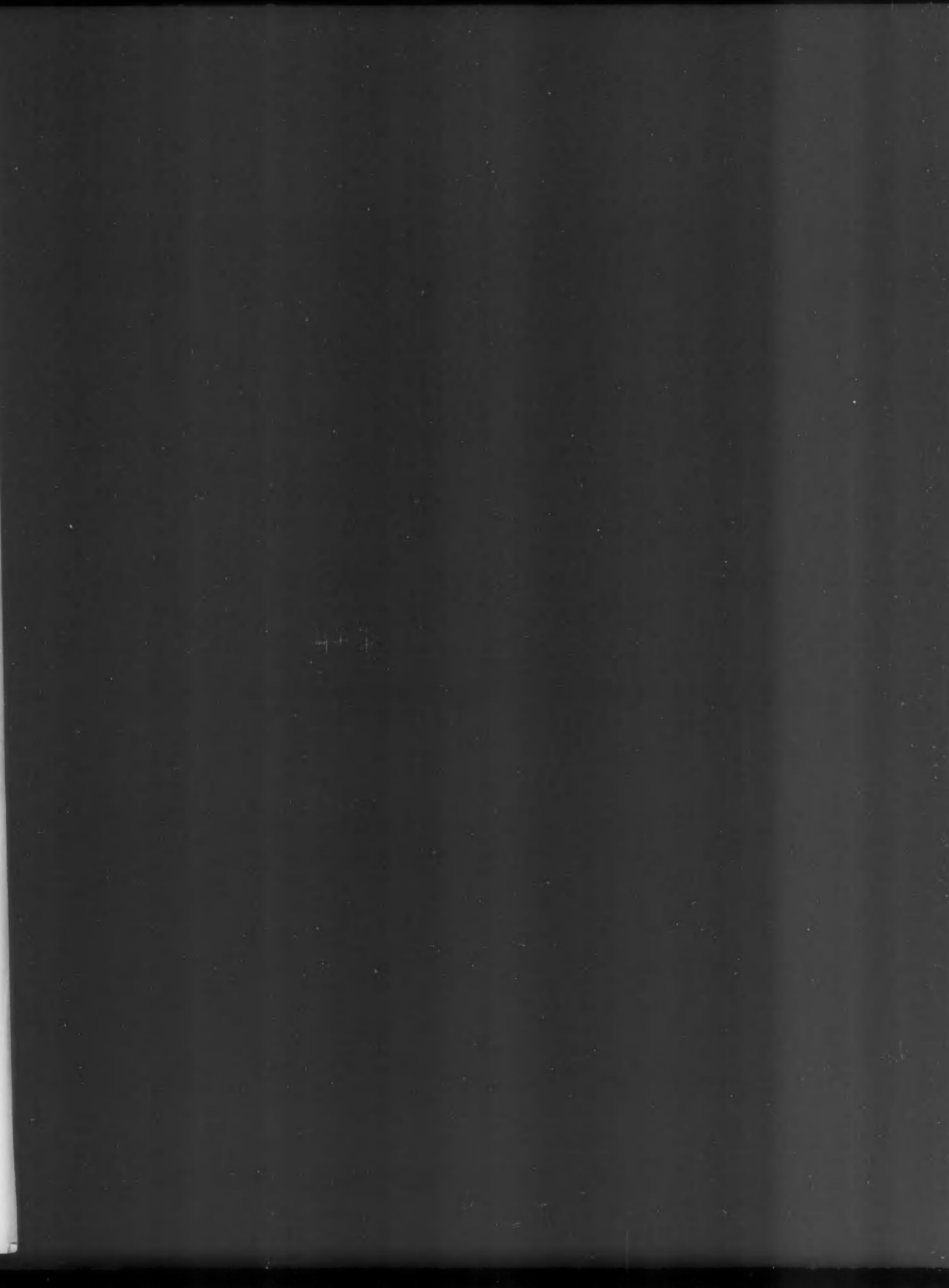
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